Program Description

Benchmark Advance™ for Grades K–6

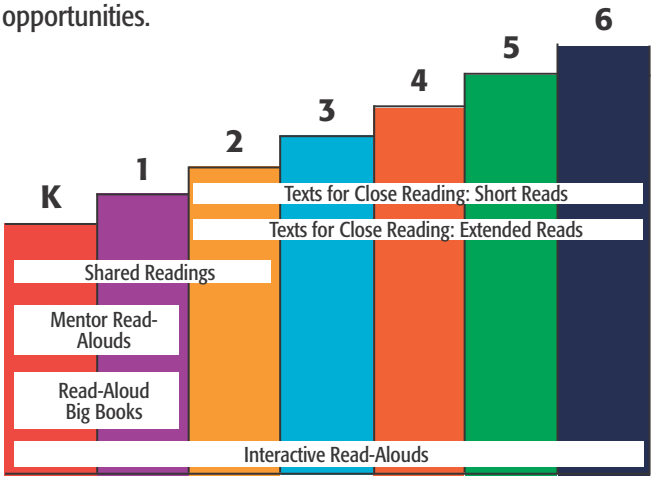
Benchmark Advance © 2017 is a brand-new comprehensive English Language Arts/English Language Development program from Benchmark Education Company. This program was built to address key shifts in curriculum and instruction that reflect research on how best to prepare students for success in the globally competitive society of the 21st century.



Benchmark Advance enables all students to master rigorous learning goals with the support of strong differentiated instruction, focused English language development, and responsive teaching based on ongoing assessment. As a flexible comprehensive solution, Benchmark Advance meets the needs of districts implementing a reading collaborative, balanced approach, or workshop model.

Scaffolding Students on the Staircase of Text Complexity

Complex, high-quality texts worthy of close reading are at the heart of each three-week unit in *Benchmark Advance.* All students encounter complex grade-level texts during daily whole-group instruction—through read-aloud experiences, shared reading, and close reading opportunities.



Complex Texts in *Benchmark Advance*

Literacy Foundations for Reading Complex Text

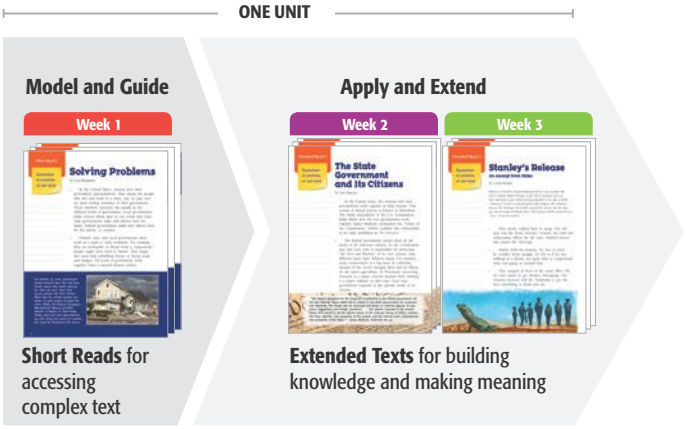
Negotiating increasingly complex texts requires students to have strong literacy foundations, and in *Benchmark Advance*, the four key foundational areas—print concepts, phonological awareness, phonics and word recognition, and fluency—are integrated into the meaningful context of each unit.

Foundational Skill	Instruction
Print Concepts	–Shared reading of engaging rhymes, poems, stories, and short informational texts (K–1) –Shared writing experiences (K–1) –Small-Group reading (K–1) –Intervention lessons (K–3)
Phonological Awareness	–Explicit, systematic phonological and phonemic awareness instruction (K–1) –Reinforcement through shared reading experiences (K–1) –Intervention lessons (K–3)
Phonics and Word Recognition	–Explicit, systematic phonics and high-frequency-word instruction (K–2) –Explicit word study lessons (3–6) –Intervention lessons (K–6)
Fluency	–Fluency modeling and practice through shared reading (K–2) –Decodable reading practice to build automaticity (K–2) –Modeling of fluency reading through read-alouds (K–6) –Fluency modeling and practice through reader's theater (K–6) –Independent fluency practice with audio-highlighted interactive e-readers (K–6) –Small-Group reading (K–6) –Intervention lessons (K–6)

Units That Promote Meaning-Making Strategies

Benchmark Advance recognizes that every complex text presents unique barriers to comprehension. The reading mini-lessons taught in each unit are specific to that unit's selections. In Week 1, students practice strategies within "Short Reads" that prepare them for the text challenges they will encounter within "Extended Reads" during Weeks 2 and 3.

A careful backward-mapping process was applied in the creation of lessons that promote meaning-making strategies in Week 1 and close reading opportunities in Weeks 2 and 3:



Every text in a unit focuses on a single topic.

1. In Weeks 2 and 3 of each unit, students read and reread high-quality, complex Extended Reads to find textual evidence and answer a series of text-dependent questions, applying the strategies necessary to support meaning making. **These Extended Reads were selected first in our program development.**

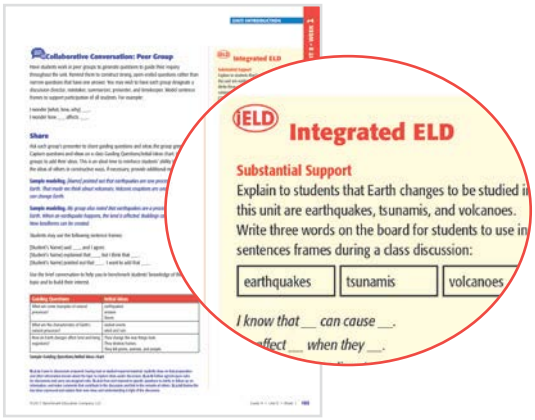
2. The **Extended Reads were analyzed** and ranked based on the four dimensions of qualitative text complexity (purpose or levels of meaning, language conventionality and clarity, structure, knowledge demand) to determine potential challenges and opportunities for instruction.

3. Based on this analysis, potential barriers were identified. **Week 1 strategy and skill lessons were then developed.**

4. Finally, appropriate **Short Reads were selected to provide the context for Week 1 strategy lessons.**

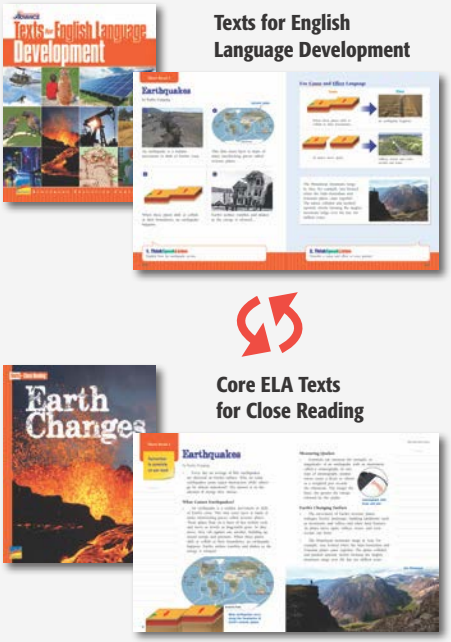
English Language Support During Core Instruction

Supporting English Learners to access complex texts requires additional scaffolding. During core ELA instruction, explicit strategies provided in every lesson at every grade level break down challenging linguistic barriers to ensure that English Learners participate in lessons in meaningful, cognitively demanding ways.



Focused Language Study in How English Works

English language instruction builds into and from content instruction. English Learners do not read adapted texts. Instead, they read shorter sections of the core complex text with enhanced visual support, and they unpack meaning as they deconstruct key sections to learn how English grammar and syntax work.



Texts are excerpted, not adapted

Building Knowledge in the Disciplines

The *Benchmark Advance* program architecture provides a cohesive K–6 framework for the development of content knowledge over time. All instruction occurs in the context of 10 content-focused strands that increase in complexity and build knowledge over time from Grade K to Grade 6. At each grade level, students revisit these strands through the lens of a grade-level topic and an Essential Question that builds from prior years of instruction and supports grade-level standards and expectations. Each Essential Question, crafted to support the tenets of Understanding by Design, promotes thinking about a topic or concept from many perspectives simultaneously. Engaging, multi-genre reading selections, complex read-alouds, decodable texts, differentiated leveled texts, and reader's theater experiences in each three-week unit immerse students deeply in the topic, expanding their academic knowledge and vocabulary as they build literacy and English language skills. This provides ample time for students to internalize vocabulary and concepts.



K–6 knowledge strands deepen students' science, social studies, and ELA knowledge over time and support school-wide alignment of learning goals.

K–6 Vertical Alignment of Unit Topics and Essential Questions

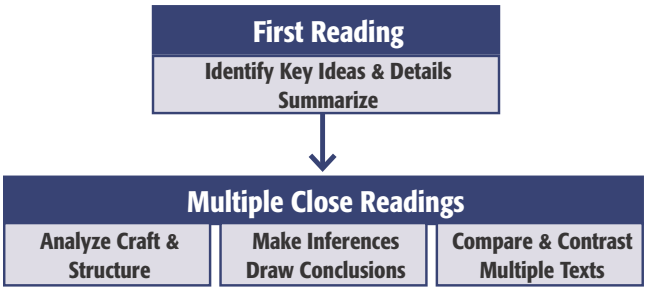
Unit	Knowledge Strand	GRADES K	1	2	3	4	5	6
1	Government and Citizenship	**Rules at Home and School** Why do we have rules?	**Being a Good Community Member** Why do people get involved in their communities?	**Government at Work** Why do we need a government?	**Government for the People** Why do people participate in government?	**Government in Action** How can government influence the way we live?	**The U.S. Constitution: Then and Now** Why do laws continue to evolve?	**Beyond Democracy** Why might societies form different types of government?
2	Character	**Every Story Has Characters** How are characters different?	**Many Kinds of Characters** How do we learn about characters?	**Characters Facing Challenges** What can we learn when we face problems?	**Ways Characters Shape Stories** How do our actions influence our lives?	**Characters' Actions and Reactions** How do we reveal ourselves to others?	**Developing Characters' Relationships** Why do we value certain qualities in people?	**Characters at Crossroads** How can people inspire and change us?
3	Life Science	**Plants and Animals Have Needs** Why do living things have different needs?	**Plants and Animals Grow and Change** Why do living things change?	**Plants and Animals in Their Habitats** How do living things get what they need to survive?	**Animal Adaptations** How do living things adapt to change?	**Observing Nature** How do we respond to nature?	**Cultivating Natural Resources** How do we decide which resources we should develop?	**Relationships in Nature** What roles can we play in the balance of nature?
4	Point of View	**Writers Tell Many Stories** Why do people tell stories?	**Stories Have a Narrator** How do people create stories?	**Many Characters, Many Points of View** How can a story change depending on who tells it?	**Comparing Points of View** What makes people view the same experience in different ways?	**Understanding Different Points of View** What do we learn when we look at the world through the eyes of others?	**Recognizing Author's Point of View** How can other perspectives help us evaluate the world?	**The Reader's Perspective** How does the journey through life influence a person's point of view?
5	Technology and Society	**Technology at Home and School** Why do we use technology?	**Technology at Work** How can technology make a difference in our lives?	**Solving Problems Through Technology** Where do ideas for inventions come from?	**Advancements in Technology** What is the value of innovation?	**Technology for a Green Future** How do we make decisions about developing new technology?	**Technology's Impact on Society** What value does technology bring to people's lives?	**Technology in the 21st Century** How do we take responsibility in making advances in technology?
6	Theme	**Stories Have a Message** How do we know what is right?	**Stories Teach Many Lessons** What can we learn from a mistake?	**Tales to Live By** What can different cultures teach us?	**Making Decisions** What helps us solve problems?	**Confronting Challenges** How do we overcome obstacles?	**Up Against the Wild** What compels us to survive?	**Legendary Journeys** What inspires a quest?
7	History and Culture	**Holidays and Celebrations** Why do we celebrate people and events?	**Past, Present, and Future** Why is the past important?	**Investigating the Past** How does understanding the past shape the future?	**Communities Then and Now** What is a community?	**Developing a Nation** How do communities evolve?	**Civil War Era** How does conflict shape a society?	**Achievements of Ancient Cultures** Why do we consider certain civilizations "great"?
8	Earth Science	**Weather and Seasons** How do our lives change with the seasons?	**Observing the Sky** Why do the sun and moon capture our imagination?	**Wind and Water Change Earth** How do we react to changes in nature?	**Weather and Climate** How do we explain the unknown?	**Earth Changes** How do Earth's natural processes impact our lives?	**Water: Fact and Fiction** What does water mean to people and the societies they live in?	**Exploring Earth's Structures** How does Earth itself inspire human endeavors?
9	Economics	**Meeting Our Needs and Wants** Why do we make choices?	**We Use Goods and Services** Why do people trade with each other?	**Buyers and Sellers** How do the goods we make, buy, and sell connect us?	**Spending Time and Money** What do our economic choices tell us about ourselves?	**Resources and Their Impact** How does access to resources influence people's lives?	**The Economic Development of Cities** How do economic changes impact society?	**Economic Expansion** What does it mean to be a citizen in a global society?
10	Physical Science	**Forces and Motion** What makes things move?	**Exploring Sound and Light** How would our lives be different without light and sound?	**States of Matter** How can something old become new?	**Transforming Matter** Why do we measure and describe the world?	**The Power of Electricity** Where do scientific discoveries lead us?	**Physics and Invention** How can we use science to accomplish the impossible?	**Understanding Our Energy Resources** What does our energy future look like?

Using Text Evidence

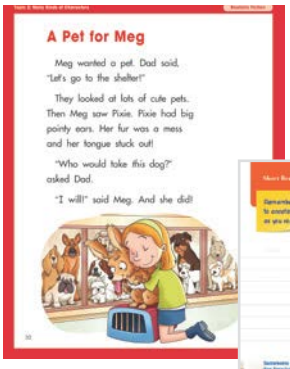
New rigorous state assessments require students to cite stated and implicit textual evidence to answer questions and construct written responses. *Benchmark Advance* provides explicit modeling of how to find and use text evidence, as well as authentic, engaging opportunities for students to practice and apply these skills.

Close Reading to Analyze Texts

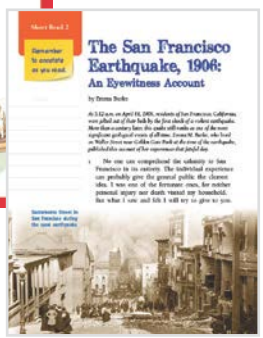
In Weeks 2 and 3 of each unit, students encounter extended complex reads. In K–1, students participate in shared reading, listening closely to each text to find text evidence through modeling and guided practice. Beginning in Grade 2, students read closely for different purposes.



As students read, they annotate the text, noting key words and phrases that constitute evidence to support their answers. Each question requires students to orchestrate many of the strategies they learned and practiced in Week 1 or in previous units. Over the course of the unit, students refine their analytical reading skills and apply their text analysis in collaborative conversations and writing to source assignments.



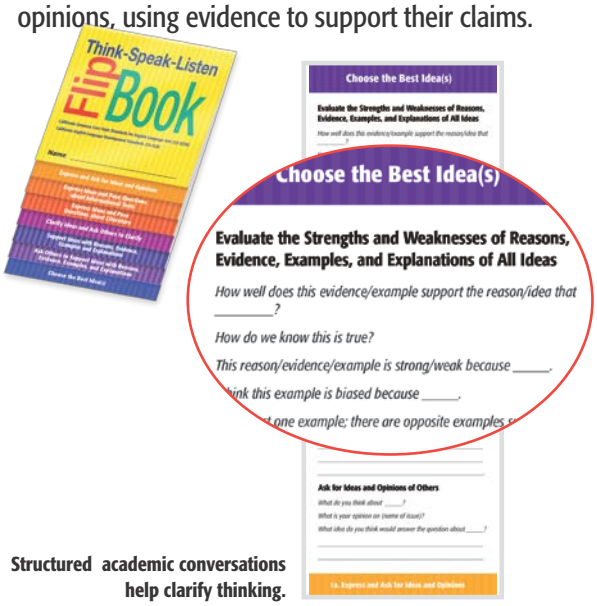
In Grades K–1, students learn how to interact with texts as a first step toward close reading and text annotation.



In Grades 2–6, students annotate each text and take margin notes as they read closely to find answers and evidence.

Collaborative Conversations

After reading a text closely, students join with peers in collaborative conversations to discuss their ideas. During these structured academic conversation, they refer to their text evidence to support their inferences, conclusions, and connections. They learn how to build on each other's ideas, ask clarifying questions, and respectfully agree and disagree with each other's opinions, using evidence to support their claims.



Structured academic conversations help clarify thinking.

Using Text Evidence in Writing

During writing to sources mini lessons in Grades K–1, students learn how to find and use key details from a text they have read to support an idea or opinion. Students also use texts as inspiration for their creative writing.

Beginning in Grade 2, students write informational, opinion, and narrative texts based on one or more sources they have read. Through engaging prompts and explicit mini-lessons, they become proficient in the kind of writing they will be required to do on new assessments.

Writing to Sources

Opinion

In the play "The True Jack?," each character shares his or her opinion of Jack, the main character in "Jack and the Beanstalk." Which character's point of view do you most agree with? State your opinion, and support it using details from both texts.

Sample Grade 3 Writing to Source prompt



Academic English Language Development

The three-week-long units in *Benchmark Advance* provide the necessary time and integrated opportunities for strong academic language development to occur. Over the course of three weeks, students read, write, listen to, and speak about texts and ideas that share a common academic vocabulary. During daily read-aloud time, students have the opportunity to listen and respond to complex texts. During explicit lessons, they analyze words, phrases, sentences, and paragraphs from texts to practice and apply vocabulary acquisition strategies. During collaborative conversations, they express and build on one another's ideas about the topic and texts, using modeled linguistic frames and adapting or generating their own language choices with increased proficiency. During writing lessons, students receive explicit instruction to build their knowledge of English language conventions.

Strategies to support ELLs are embedded into every core lesson at three levels of scaffolding intensity. The goal of these strategies is to target the most cognitively or linguistically challenging task in each lesson with substantial, moderate, and light support so that all learners benefit from the core instruction. Therefore, teachers are able to consider and provide the level of support students need in relation to specific lessons, and to use the strategies flexibly.

In *Benchmark Advance*, all ELD instruction focuses on language development standards in ways that build into and from content instruction. English Language Learners do not read adapted texts. Instead they read shorter sections of the core complex text with enhanced visual support, and they unpack meaning as they deconstruct key sections to learn how English grammar and syntax work. All lessons serve as a preview or review of core instruction. Observation rubrics for the three modes of communication—collaborative, interpretive, and productive—serve as ongoing tools to help teachers monitor student progress and make instructional decisions.



Listening, Speaking, Writing

Listening, Speaking

Strong listening, speaking, and writing skills are essential for college and career readiness, and they are a key instructional focus in *Benchmark Advance.* Structured academic conversations take place frequently as students collaborate to analyze a text, build ideas around the Essential Question, compare and contrast texts, and state and support opinions. Collaborative conversations and hands-on student tools for academic talk have been provided with input from contributing author Jeff Zwiers, senior researcher in the Stanford University Graduate School of Education. These student tools include a range of linguistic frames students may use to adapt and make language choices as they create, clarify, fortify, and evaluate ideas.

Writing

In Benchmark Advance, students engage in both short and extended writing activities. Daily explicit mini-lessons support writing to sources and process writing of narrative, informative, and opinion texts as well as poetry. Within the lessons, sample conferring prompts guide teachers to monitor and support developing writers along the gradual release continuum

Grades K–1 feature modeled and shared writing mini-lessons for the following writing tasks:

- Daily writing tasks connect directly to the same day's reading mini-lessons and provide meaningful and engaging ways for students to write short narrative, informative, and opinion texts in response to reading.
- Process writing weeks of instruction take students through all steps in the writing process. Grade K includes 5- and 10-day process writing experiences, while Grade 1 features 10- and 15-day process writing. Each grade includes weeks devoted to narrative, informative, and opinion writing. Through peer collaboration, students orally rehearse what they will write during independent time, and they learn the skills for providing constructive feedback to their peers.
- Poetry Writing is an engaging two-week unit of instruction in Unit 10 at each grade level.

Grades 2–6 include the following opportunities and mini-lessons for writing.

- Show your knowledge tasks within reading mini-lessons provide opportunities for students to write directly in response to reading to demonstrate understanding.
- Writing to Sources Weeks of Instruction include daily focused mini-lessons that model planning, drafting, revising, and editing a narrative, informative, and opinion response to a prompt using evidence from one or more sources. During independent writing time, students write their own responses to a prompt.
- Three-Week Process Writing Units include daily workshop mini-lessons that model brainstorming and organizing ideas, conducting research, author's craft elements associated with drafting, revising and editing, and sharing. Each grade includes units devoted to narrative, informative, and opinion genres.
- Three-Week Unit on Multimedia Presentations includes daily mini-lessons to support students in creating their own multimedia presentations related to the unit topic.
- Poetry Writing is an engaging two-week process writing experience in Unit 10 at each grade level.

Online at Benchmark Universe

Benchmark Advance is a forward-thinking program that reflects a 21st-century vision. A state-of-the art digital portal provides access to online planning tools, interactive, customizable e-books built for annotation and accessible on any device, weekly teacher presentations, online assessments that prepare students for tech-enabled and tech-enhanced tests, and reporting features that enable teachers to identify and respond to the learning needs of every student.

Benchmark Advance Domain-Specific Words and Academic Vocabulary

Knowledge Strand	Unit	Week	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Government and Citizenship	1	1	**Rules at Home and School** equipment* courteous enormous kick playmate winning	**Being a Good Community Member** collided* signal* driver* traffic* planted vacant weeded deeds	**Government at Work** gear* parachute* rough terrain* fireproof* citizens* colonies* symbol equipment	**Government for the People** ballot* campaign* candidates* polls* amendment* Supreme Court* predicted volunteers	**Government in Action** economy* elect* federal* enforce initiative adversity emerged exchange feeble inhabitants misfortune devastated possessions	**The U.S. Constitution: Then and Now** delegates* federal* ordain* consent* disenfranchisement* compromise denial dignity legislation	**Beyond Democracy** democracy* monarchy* oligarchy* citizen* judicial* legislative* liberty* tyranny* attained ember contrary primarily
		2	citizens* community* respect* attention clean rules safe school	citizen* community* respect* litter* decision honest responsible yours	fine* law* federal* judge* ticket* patrolling* court decisions	boycott* Jim Crow laws* strike* suffragists* boarded bold inspired organize released	Amber Alert* blizzard* checks and balances* executive branch* federalism* hurricane* infrastructure* judicial branch* legislative branch* sea walls* financial maintain	appealed* secession* Supreme Court* banned inevitable tensions	coronation* ministers* parliament* reigned* shires* societies* noblewoman* heart and stomach of a king weak and feeble appointed heritage majority
		3	bumped* everyone* joined* turns* unhappy*	abolitionist* enslaved* migrant farm workers* unions* contributions language created together	code* taxes* dangerous worried attack defeat eager	denied insisted	enforcement* jurisdiction* pursuant* apparently authority confined	chasm dissent indigenous myopic integrated restricting tolerated	diamond jubilee* Prime Minister* Titular Monarch* walkabout* commonwealth* humanitarian* ambassador goodwill considerably diminish transitioned upheavals
			All words with an * are Domain-Specific Words **All words without an * are Academic Vocabulary (Tier 2)**						

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Benchmark Advance Domain-Specific Words and Academic Vocabulary

Knowledge Strand	Unit	Week	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Character	2	1	**Every Story Has Characters** crawled cried dashed gnawed laughed mighty raced roared skipped slowpoke speedy trousers walked windowsill	**Many Kinds of Characters** shelter* woodcutter* demanded explained replied run skip wailed walk yelled idle industrious riddles wicked	**Characters Facing Challenges** palace* beautiful great mean pledged mistreated	**Ways Characters Shape Stories** ballads* bellows* forge* threshing* noble anonymous attitudes	**Characters' Actions and Reactions** defeated disturbed mad miserable proud rage pardon arrogant envy pity	**Developing Characters' Relationships** giddy laden rollicking throng mischievous rollicking	**Characters at Crossroads** betrayed discrimination shining stricken manipulates
		2	porridge* angry argued called cried growled grumbled said smelled slice surprise upstairs whispered	torrents* bat hard longed dearly particular sensitive rolled bragged	roared screamed shouted yelled plenty rushed tumbled	muttered strolled	alarmed contemptuously exulting frightfully gulped pleasantly pleased indifferent	fresh-water fish* channel* quicksilver* distinct expedition peculiar regrets	comical confided grinning like a Chesire cat startled gully sauntered
		3	flour* mill* ripened* wheat* barked cut grunted meowed said wagging watched	currant* gingerbread* barked called cried meowed said whispered gobbled suddenly pecked paw	cried said diploma fierce greeted guarded politeness pallid	companions kindhearted reluctantly vanished	earnestly obliged puzzled	accomplice occurred vague	cracked but triumphant overpowering anger overwhelmed with despair shouted violently voice thick and hoarse whispered agony defiance lagoon leisurely preceding
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Benchmark Advance Domain-Specific Words and Academic Vocabulary

Knowledge Strand	Unit	Week	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Life Science	3	1	**Pants and Animals Have Needs** bloomed* fertile* ripe* vines* cozy helpless	**Plants and Animals Grow and Change** breathe* shrink* caterpillar* froglet* gills* animals carrots cars food fox grass tree twigs woods hurry hatched tickling	**Plants and Animals in Their Habitats** poisonous* jackrabbit* dry hot barren fragile harsh huddle waddle	**Animal Adaptations** behave* camouflage* prey* locomotion* environment survive detect formulate	**Observing Nature** hop-o'-my-thumb* suet* atom* bossed disposed perch solitary acrobatic squadrons	**Cultivating Natural Resources** root* carbon emissions* ethanol* glucose* photosynthesis* cultivated consumption depleting emergence generate	**Relationships in Nature** rural* zoology* badlands* conservation* balance of nature* instilled ultimately ensure
		2	air* green-house* plants* sprout* sunlight* water*	life cycle* plants* roots* seeds* stems* trunk* grow order tree	blubber* grasslands* habitat* prairie* savanna* tundra* tropical* shallow thaws	amphibians* mammals* reptiles* undercoat* durable moist shed	bark* dilate* observing* clockwork spring is at hand crouched interactions occupy reap territory	Three Sisters* symbiosis* industrialization* monoculture* hybrid* integrity* rotation* staple* symbiosis* beneficial principles surplus	like pillars in a cathedral the sharp fall winds stewards conceived hoarded unmarred
		3	food* grow* hunt* shelter* space* survive* water*	birds color duck duckling five fluffy gray size swan feel yellow alone teased ugly climb	sidewinder* predator* cool hot desert fled peered terror	blubber* projections* structural adaptations* frigid determines excess exterior	avalanching* trunks* rural life* taunt trill grant social strife	agronomists* biodegradeable* fallow* diversify dominate	botany* environmental movement* artificial* environmentalist* grace and solemn majesty translucent mythic acknowledge dimensions emphasis translucent
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Benchmark Advance Domain-Specific Words and Academic Vocabulary

Knowledge Strand	Unit	Week	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Point of View	4	1	**Writers Tell Many Stories** carefully exclaimed left questioned right spout terrified	**Stories Have a Narrator** aroma bright crack crunch delicious hear lumbering peered quiet see smell sound scampers sniffing startled	**Many Characters, Many Points of View** boasted brag envy jealous slowly swiftly senses admired unique cheater	**Comparing Points of View** toil compose detestable	**Understanding Different Points of View** skidded contentment thrashing	**Recognizing Author's Point of View** blithe mason robust melodious implement perspective	**The Reader's Perspective** executive order* relocation* infamy* internees* diverged trodden potential prohibited
		2	mare* shed* clawing foggy mop terrible white	den* preening* rod* clinic* admiring feasting sly basking	delicious dropped rubbed tasty whispered begged feast spare	bargain broad dashed snatched	altar chivalric denizens soul withal abandon endure proceeded sustained	justice reassuring solitude	boisterous flyers
		3	kindness limped nervous pool pooled trumpeted	perched rafters stealthy wriggled crafty dizzy squawk supper kickball prettiest	cookouts* eyesore* direction glasses plus sign encouragement insulted rubble tidy	claims essentially impulsive	accustomed bit blinkers breeching bridle coaxing crupper examined halter headstall	confront optimism privilege unrelenting	division documentation esteemed intricate
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Benchmark Advance Domain-Specific Words and Academic Vocabulary

Knowledge Strand	Unit	Week	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Technology and Society	5	1	**Technology at Home and School** dome* future* jet pack* scooter* spacepack* spaceships*	**Technology at Work** small computers* wheels* recharged* deliver face hands hold lift move jumped leaped said shouted tiptoed carrier patients beeped contraption testing	**Solving Problems Through Technology** forever inside streetcar windshield noticed accident grip	**Advancements in Technology** patent* sound waves* telegraph* established revolutionary distant	**Technology for a Green Future** fossil fuel* greenhouse gas* nonrenewable* solar* technology* statistics evidence	**Technology's Impact on Society** gearing* loom* boll* network lucrative network radically task	**Technology in the 21st Century** distribution* industrial* inventory* productions* products* warehouse* autonomous* humanized* workforce* consisten precision
		2	computer* electricity* science* slate* technology* whiteboard* first light new old watch well	cartoonists* computer tools* flight controls* mechanics* pilots* careers* communicate* computer* images* repair* technology* cartoon firefighter teach teacher handprint	phonograph* pigments* letter benefited communication improvements tutor	device innovative obtained curious experiment	biodiesel* ethanol* global warming* hybrid* dependence eliminate emit encouraged minimum	alter mingle	bioluminescent* oceanographers* water pressure* commissioned grappling motivate probing significant
		3	handwritten hopscotch marker past ringtoss text	delete* unplug* invented* cries says blurry break clatter	limitations* classroom hallway homework assignments lonely signal	astronauts* cassette* CD* cylinder* magnetic* MP3* stereo* amplified commonplace soared technology	carbon dioxide* renewable fuels* pollution* compensate experimental	gin* assembly line* blast furnace* power loom* water wheel* card* contraption ductile innovative mined affordable available manual urban	Law of Superposition* eco-facts* excavations* uniformitarianism* breakthrough artifacts conduct detection
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Benchmark Advance Domain-Specific Words and Academic Vocabulary

Knowledge Strand	Unit	Week	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Theme	6	1	**Stories Have a Message** barnyard* doghouse* measured* closed cried fearful grinned indoors knocking laughed outdoors peek pounded shouted stare talked tapped whispered voice	**Stories Teach Many Lessons** tugboat* flock graze scolded village scary chasing peaceful kernel weary	**Tales to Live By** greedy leftover precious scrumptious grief	**Making Decisions** spin* flax* treadle* cackle piteously vigorous anticipation commence conferred eldest sauntered	**Confronting Challenges** deceive attracted contemptuously resolved	**Up Against the Wild** bounding fawned pardoned ravenous spectacle chaos evacuate priorities	**Legendary Journeys** exploits hermit saga
		2	chimney down huffed inside looked noisy outside over peeped puffed quiet shouted straw strong tried weak	shiny bright groom peer reflections proud selfish shell sleek thorns barks	bitter crispy delicious healthful refreshing tasty bitter hightailed refreshing selfish mightiest	advice magnificent nudged	dreadful managed	antagonist assailants bristling disconsolate ascended peril vicarious	ambition cherished grasping idle
		3	shepherd* bored colorful hillside share trick	owlets* waterhole* hide hiding listen listening tell telling walk panicked pesky frozen plain	pummel snicker dodged pummeled stumbled uneven prevail	bellowed devoured grimaced idle inclined measly tanned	accomplished burden hesitated perceive	bare(d) bob(bed) desolate sensitive swell adjusted bolted hostile marveled	jutted rickety rough daubed shambling old tramp wizened crafty face desolate flimsy intense
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Benchmark Advance Domain-Specific Words and Academic Vocabulary

Knowledge Strand	Unit	Week	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
History and Culture	7		**Holidays and Celebrations**	**Past, Present, and Future**	**Investigating the Past**	**Communities Then and Now**	**Developing a Nation**	**Conflicts That Shaped a Nation**	**Achievements of Ancient Cultures**
		1	harvest* inventor* movies* phonograph* records* wires* cold different hot juicy same speeches supposed	tablets* communicate complete finish improvements popular wealthier pond afraid rebuilt	element* herd* sod* exhausted ambitious	explorer* Fahrenheit* wetlands* community founded settlers tourists grateful unpredictable	extremely arid barren fertile lush wilted region	enlisted* siege* batteries* trenches* bayonets* storm the redoubts* detachment* colonies* governed* Parliament* taxation* legislature* boycotting* slavery* American Revolution* acquaintance expectation majestically enterprise concluded informed considered resource input impose expressed	artifacts* classical period* polis* civilization* monuments* vizier* golden age dynasty succession
		2	American revolution* civil rights* civil war* enslaved* equal* holidays* honor* president* veterans* believed helped lived saved wanted worked	event* future* historic* past* time line* rovers* astronauts events future past illustrate pretend	artifacts* primary* record* research* captured* formal informal	diverse immigrant sprawling traditions	affected convinced expand progress	victory independence major influence conflicting issues unity ordeal involvement	abundant comprehensive reformation undisputed
		3	Earth Day* Independence Day* Martin Luther King Jr. Day* nation* patriotic* Presidents' Day* Thanksgiving Day* Veteran's Day* celebrate precious remember thankful	independence* laws* citizens* congress* historic* memorial* president* minutemen* carved	plaster* gravitational* pharaoh* amazing big break crush huge wonderful discovery fossils honor protect	demanding gathered scattered tucked	commerce* charting* surveying* appearance venture	feign exquisite faltering agitation menacing careering exasperation monologue	empire* hemisphere* irrigation* suspension bridges* currency* legislature* terrace engineering feats controversy elaborate realm revival
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Knowledge Strand	Unit	Week	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Earth Science	8		**Weather and Seasons**	**Observing the Sky**	**Wind and Water Change Earth**	**Weather and Climate**	**Earth Changes**	**Water: Fact and Fiction**	**Exploring Earth's Structures**
		1	alike barely beautiful blanketed construction different familiar howled howling piling plans struggled trudged	telescope* machine* blasted* craft* craters* bat room rose seal stamp giant huge small smaller flowed	destroys* level* uproots* funnel* mantle* thunderclouds* erosion* debris pollution unpredictable	climate* elevation* measure* weather* temperature* cumulus* nimbus* splay billowing factors surface	crust* magnitude* seismograph* tectonic plates* collide destruction vibrations annihilated calamity din distinguished entirety	confederacy* societies* horticulture* reservoirs* yarrow* xeriscaping* pollution* overconsumption* obliterated desert scarce temporary	expedition* erodes* erosion* deposition* meltwater* period* give some color to strewn with banks we had made the round of it we made for it circumference approximately channels
		2	rain* seasons* snow* temperature* thunderstorm* weather* baseball blizzard breezy fall football hiking peeled skiing spring summer temperature winter	rocky* round* sun* earth* moon* planet* rotate* stars* nucleus*	canyons* floodwater* riverbank* damage surrounding	conserve exceptionally perpetually quell resolutely	dormant* magma* mantle* core crust plates Ring of Fire sleeping	myriads pursuit receded tranquil vast	expedition* lava* thermometer* fancied illuminating involuntary irregularities modify perceptible variegated
		3	forecaster* snowflakes* better blowing fall mitten mush throwing	oxygen* harder steps watch agreed argued boasted replied said despair persuasion shone strongest clouds	answered begged exclaimed insisted objected shouted stated whispered debate historic opinion rebuild residents	atmosphere* equator* hemisphere* temperature* tropics* abundant circulates distinguished estimate exceed imbalance prevail	debris* molten* volcanic ash* distracted instances promontory revealed	solar system* acidic* alkaline* endangered* climate change* distribute problematic	discontinuity* mantle* peridotite* accurate glean interpretation
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Knowledge Strand	Unit	Week	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Economics	9		**Meeting Our Needs and Wants**	**We Use Goods and Services**	**Buyers and Sellers**	**Spending Time and Money**	**Resources and Their Impact**	**The Economic Development of Cities**	**Economic Expansion**
		1	helmets* hoses* hydrants* jackets* ladders* lights* shift* sirens* uniforms* obeyed party resourceful schoolchildren	milk* homogenized* processing* good milked burning protect protected almond lane healthy obeys	sawmill* handmade indoors nearby strawberries declared delectable delighted	frugality industry moral annual proverbs consumer values	campesinos* pan dulce* peregrinacion* rapid recovered clinging	tribes* civilization* hub* incorporated* found missionary mouth decline estimated ethnic	accounting adviser emperor merchant traders convenient modernize
		2	afford* choices* needs* save* shelter* wants* afford cold easier everything first harder hot last nothing traded ways	goods* services* dentist* having helping learn making riding save use bring difficult grab solid work solve succeed	factory* product* recycle* cardboard cereal pizza resources fragrant	dilemma employment exchange	natural resources* financial* hydraulic fracturing* irrigation* quotas contributors disrupted drought founded functioned harvest	droves emigrant incentive seaboard vibrancy obstacles opportunities	caravans* larva* silkworm* commodities unprecedented dominant nomadic prominent unprecedented
		3	lawn apples grateful melons menace munching napped old posters solved	shoemaker* workbench* vegetarians* cupboard voted	bartering* homework overnight whiteboard eerie impressed raid towered	economics* manufacturing* raw materials* organic preference technique	wheat* infantile paralysis* debt* barnyard* crops* locomotive prairie rags snatched spindly searing	economic boom* migration* entrepreneurs* photovoltaic* prosperity revitalize	breadwinner* overtime* quality control* assembly equivalent forbidden promotion
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Knowledge Strand	Unit	Week	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Physical Science	10		**Forces and Motion**	**Exploring Sound and Light**	**States of Matter**	**Forces and Interactions**	**The Power of Electricity**	**Transforming Matter**	**Understanding Our Energy Resources**
		1	dogsled* steer* cold down freezing heavy hot light rise up	deaf* light* create flap form make play wiggle neigh shriek marvel puppets shadow	ancient* origami* competitions construction creations scrapers transform construct	direction* force* friction* gravity* motion* pendulum* speed* pattern predictable	overdraw* battery* charge* lightning rod* Leyden jar* restored account suspended	atom* mass* matter* property* state* volume* specific fundamental principle renowned theory	converting* electromagnetic light waves* kinetic* energy* nuclear* originates retains critical devastating harmful critical
		2	attract* force* gravity* machine* motion* antonyms away opposites pull push towards	height* raindrops* thunder* blue clear crashing right swishing tapping cheer handier puddles band	properties* state* vapor* container shredding smaller transformed mixture severe transferring	collapsed hovered loomed sprouted thicket veld	conductors* electrons* neutrons* protons* kilowatt* electricity malfunctions obstructed stationary cease complex convert estimated preserve transmission	mixture* particle* property* reactant* solution* texture* condenses dissolve evaporation gradually	geothermal* hydropower* nonrenewable* element extracts fund
		3	direction* fast* motion* position* slow* speed* pedals zoom	mirrors* solid* objects shiny things cloud rain snow snowy sun clear straight opposite heels	attraction* government officials* mountain* sculpture* magma* attraction jagged peaks ruin	current* electrons* magnetic field* magnetism* particles* poles* investigate observe observations properties repeatedly	AC current* fluorescent lights* patents* devoted epoch	biochemistry* cholesterol* compound* enzyme* metabolism* microscopic* devoured facilitate pioneer postdoctoral	dependency* efficiency* dike* falsehood supposed hallmark deficits factor fragmentation portion
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Grade K Phonics Skills

Unit	Week	Phonics	Spiral Review
1	1	Alphabet Review	N/A
	2	**m** (initial, final)	N/A
	3	Short **a** (initial, medial)	m
2	1	**s** (initial)	a, m
	2	**t** (initial, final)	a, m, s
	3	**n** (initial, final)	a, m, s, t,
3	1	Short **i** (initial, medial)	a, m, n, s, t,
	2	**f** (initial)	a, i, n
	3	**p** (initial, final)	a, f, i, n
4	1	Short **o** (initial, medial)	p, t, n, f, m, a, i
	2	**c** (initial)	n, p, t, f, o, a
	3	**h** (initial)	p, t, c, o, a
5	1	**b** (initial, final)	t, c, h, i, o, a
	2	Short **u** (initial, medial)	a, i, o, p, s, b, h, t, c
	3	**r** (initial)	b, n, p, h, a, i, u
6	1	Short **e** (initial, medial); Plurals **–s**	h, n, t, r, b, m, p
	2	**g** (initial, final)	t, r, b, e, u
	3	**d** (initial, final)	d, g, r, n, e, i
7	1	**w** (initial)	w, d, g, t, b, n, a, i, e
	2	**l** (initial)	d, w, g, t, a, i, e
	3	**j** (initial)	b, w, l, d, m, o, u, g, a, i
8	1	**k** (initial)	d, t, j, l, g, n, i, e
	2	**y** (initial)	j, k, m, s, t, a, i
	3	**v** (initial) and **qu** (initial)	k, n, t, y, d, a, e, i, u
9	1	**x** (final) and **z** (initial); Plurals **–es**	d, f, x, p, v, qu, s, a, i, o
	2	Long **a** (**a__e**)	p, c, g, b, k, m, z, x, g, t, a, e, o, u
	3	Long **o** (**o__e**)	h, t, v, p, k, j, m, r, a, e, o
10	1	Long **i** (**i__e**)	t, k, d, h, r, m, p, b, e, i, long **o**
	2	Long **u** (**u__e**)	b, c, t, m, f, s, l, i, u, e, long **i**
	3	Long **e** (**e, e__e**)	p, t, v, b, w, e

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Benchmark Advance
Grade 1 Phonics Skills and Spelling Words

Unit	Week	Phonics	Spiral Review	Spelling Words
1	1	Short **a**	N/A	had, has, pack, ran, see, she, back, cap, sack, pans
	2	Short **i**; Plural Nouns	Short **a**	big, him, hit, kick, kids, lid, little, you, fit, lips
	3	Short **o;** Double Final Consonants	Short **i**	box, doll, hot, jump, lock, mop, one, rock, tops, cots
2	1	Short **e**	Short **o**	ten, jet, fed, neck, let, mess, look, are, beg, sell
	2	Short **u;** Inflectional Ending **-s**	Short **e**	come, cup, duck, dull, here, nut, rug, cub, sun, cuff
	3	**l**-Blends	Short **u**	class, clock, flat, glad, plan, put, what, slip, black, plums
3	1	**r**-Blends: **br, cr, dr, fr, gr, pr, tr;** Singular Possessives	**l**-Blends	brim, crab, trim, went, frog, drip, grass, prop, trip, now
	2	**s**-Blends: **sk, sl, sm, sn, sp, st, sw;** Contractions with **'s**	**r**-Blends	skip, step, skin, smell, out, was, spin, sled, spot, slip
	3	Final Consonant Blends: **nd, nk, nt, mp, st;** Inflectional Ending **-ed**	**s**-Blends	jump, and, pink, hand, nest, went, who, good, trunk, best
4	1	Consonant Digraphs **th, sh, ng;** Inflectional Ending **-ing**	Final Consonant Blends **nd, nk, nt, mp, st**	bath, bring, our, shop, shut, these, thing, wish, this, rang
	2	Consonant Digraphs **ch, tch, wh;** Closed Syllables	Consonant Digraphs **th, sh, ng**	chop, lunch, catch, check, once, when, whiff, much, match, hurt
	3	Three-Letter Blends **scr, spl, spr, squ, str;** Plurals (**-es**)	Consonant Digraphs **ch, tch, wh**	split, strap, scrub, squid, stretch, scratch, because, when, sprint, squish
5	1	Long **a** (final **-e**)	Three-Letter Blends **scr, spl, spr, squ, str**	take, made, came, plate, brave, game, right, start, make, skate
	2	Long **o** (final **-e**)	Long **a** (final **-e**)	home, broke, rode, those, spoke, hole, how, under, close, bone
	3	Soft **c, g;** Contractions with **not**	Long **o** (final **-e**)	gem, cent, race, page, dance, strange, face, far, try, stage
6	1	Long **i** (final **-e**); Vowel-Consonant-**e** Syllables	Soft **c, g**	mine, nice, line, ride, time, white, slice, bike, after, call
	2	Long **e** (final **-e**) and Long **u** (final **-e**); Inflectional Endings (**-ed, -ing,** dropping final **-e**)	Long **i** (final **-e**)	these, use, cute, Pete, Steve, huge, long, off, mule, cube
	3	Long **a** Vowel Teams (**ai, ay**); Inflectional Endings (**-ed, -ing,** double final consonant)	Long **e** (final **-e**) and Long **u** (final **-e**)	stay, paint, mail, way, rain, spray, trail, pay, year, live
7	1	Long **o** Vowel Teams and Single Letters	Long **a** Vowel Teams	soap, go, flows, show, found, your, cold, hoe, toe, toast
	2	Long **e** Vowel Teams and Single Letters; Prefixes **un-, re-**	Long **o** Vowel Teams	brief, each, field, fleas, people, seat, we, wheels, where, need
	3	Long **i** Vowel Teams and Single Letters; Open Syllables	Long **e** Vowel Teams	sky, tie, find, high, why, bright, pies, again, country, child
8	1	**r**-Controlled Vowel **/är/;** Compound Words	Long **i** Vowel Teams	hard, start, park, farm, sharp, yard, dark, part, boy, four
	2	**r**-Controlled Vowel **/ôr/**	**r**-Controlled Vowel **/är/**	short, door, born, store, soar, fork, thorn, more, move, change
	3	**r**-Controlled Vowel **/ûr/;** Vowel-**r** Syllables	**r**-Controlled Vowel **/ôr/**	turn, first, bird, clerk, nurse, serve, shirt, hurt, earth, every
9	1	Vowel Pattern **/ou/;** Comparative Inflectional Endings **-er, -est**	**r**-Controlled Vowel **/ûr/**	loud, how, down, count, round, frown, sprout, brown, before, done
	2	Vowel Pattern **/oi/;** Suffix **-ly**	Vowel Pattern **/ou/**	join, toy, coin, boy, spoil, joy, point, moist, walk, buy
	3	Vowel Pattern **/o͞o/, /o͝o/;** Vowel Team Syllables	Vowel Pattern **/oi/**	soon, hook, good, bloom, smooth, wood, shook, tooth, does, another
10	1	Silent Letters	Vowel Pattern **/o͞o/, /o͝o/**	gnat, knight, knob, know, sign, wrap, wrist, wrong, better, learn
	2	Vowel Sound **/ô/;** Suffixes	Silent Letters	caught, chalk, draw, father, fault, never, small, taught, yawn, launch
	3	Long **e** Spelled **-y, -ey;** Consonant-**le** Syllables	Vowel Sound **/ô/**	lucky, valley, windy, hockey, easy, turkey, penny, chimney, blue, eight

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Benchmark Advance
Grade 2 Phonics Skills and Spelling Words

Unit	Week	Phonics	Spiral Review	Spelling Words
1	1	Short Vowels, Initial Blends, Final Blends, Consonant Digraphs	N/A	run, him, box, flag, jump, stand, wet, this, chest, shop
	2	Closed and Open Syllables; Initial Three-Letter Blends	N/A	go, we, hi, no, she, napkin, dentist, problem, open, silent
	3	Long **a: ai, a, ea, ay**	Final **-e**	day, rain, mail, play, paint, stay, break, great, chain, say
2	1	Long **o**: **oa, o, oe, ow**	Long **a**	float, grow, cold, loaf, going, roast, bowl, both, throw, soap
	2	Long **e**: **ee, ea, e, e_e, y, ey, ie;** Plurals	Long **o**	tree, need, clean, read, key, happy, funny, leaf, queen, piece
	3	Long **i**: **ie, i, y, igh**	Long **e**	child, high, kind, cried, sky, tried, night, light, dry, bright
3	1	Long **u**: **ew, ue, u, u_e**	Long **i**	use, few, cute, huge, cube, music, rescue, menu, fuel, January
	2	**r**-Controlled Vowel **ar;** Inflectional Endings **-ed, -ing**	Long **u**	car, star, march, smart, hard, farm, large, shark, garden, yard
	3	**r**-Controlled Vowels **er, ir, ur**	**r**-Controlled Vowel **ar**	bird, hurt, her, nurse, girl, shirt, burn, third, never, winter
4	1	**r**-Controlled Vowel **or, oar, ore**	**r**-Controlled Vowels **er, ir, ur**	fork, born, more, store, oars, roar, horn, before, sports, wore
	2	**r**-Controlled Vowels **ear, eer, ere;** Contractions	**r**-Controlled Vowel **or, oar, ore**	year, deer, near, clear, here, cheer, fear, ears, hear, steer
	3	**r**-Controlled Vowels **air, are, ear, ere**	**r**-Controlled Vowels **ear, eer, ere**	where, hair, pear, care, share, stairs, square, bear, wear, chair
5	1	Vowel-Consonant-**e** and Consonant-**le** Syllables	**r**-Controlled Vowels **air, are, ear, ere**	apple, baseball, hope, inside, little, mistake, purple, shape, table, useful
	2	Vowel Teams **/oi/**: **oi, oy;** Inflectional Ending **-es** (change **y** to **i**)	Vowel-Consonant-**e** and Consonant-**le** Syllables	boy, toy, boil, coin, join, enjoy, joyful, point, noise, voice
	3	Vowel Teams **/ou/**: **ou, ow**	Vowel Teams **/oi/**: **oi, oy**	out, count, round, now, brown, town, mouth, owl, house, cow
6	1	Vowel Teams **/o͞o/**: **oo, ui, ew, ue, u, ou, oe**	Vowel Teams **/ou/**: **ou, ow**	new, truth, grew, shoe, July, blue, too, soon, fruit, true
	2	Vowel Teams **/o͝o/**: **oo, ou;** Homophones	Vowel Teams **/o͞o/**: **oo, ui, ew, ue, u, ou, oe**	book, look, cook, foot, stood, good, shook, could, would, should
	3	Vowel Teams **/ô/**: **al, aw, au, (w)**	Consonant-**le** Syllables	ball, small, straw, draw, fault, tall, walk, talk, salt, launch

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Grade 2 Phonics Skills and Spelling Words

Unit	Week	Phonics	Spiral Review	Spelling Words
7	1	Compound Words; Silent Letters: **wr, kn, gn**	Closed Syllables	railroad, moonlight, cowboy, bathroom, toothbrush, birthday, doorknob, seashell, snowball, starfish
	2	Inflectional Endings with Spelling Changes	Vowel Teams **/ô/**: **al, aw, au, (w)a**	running, hopped, sitting, making, using, taking, liked, raked, smiled, swimming
	3	Related Root Words	Open Syllables	add, addition, move, movers, moving, work, worked, forgot, forgotten, forgetful
8	1	Irregular Plural Nouns	**r**-Controlled Vowel Syllables	feet, teeth, lives, sheep, men, women, shelves, people, fish, children
	2	Words with **-er** or **-or** Endings; Homographs; Possessives	N/A	farmer, teacher, visitor, actor, sailor, baker, writer, doctor, dancer, inventor
	3	Comparatives **-er, -est;** Contractions: **'ll, 've, 'm**	Irregular Plural Nouns	faster, fastest, slower, slowest, newer, newest, colder, coldest, taller, tallest
9	1	Words with **-y** or **-ly** Endings	Inflectional Endings with Spelling Changes	happy, slowly, lucky, neatly, funny, likely, messy, quickly, rainy, friendly
	2	Schwa	Irregular Plural Nouns; Comparatives **-er, -est**	above, ago, about, ahead, away, alone, alike, awake, along, again
	3	Silent Letters	Schwa	sign, know, write, thumb, comb, gnat, knock, knife, wrong, climb
10	1	Possessives	Words with **-y** or **-ly** Endings	cat's, Mom's, house's, sun's, tree's, boys', doctors', dogs', classes', children's
	2	Prefixes **un-, re-, dis-;** Abbreviations	Silent Letters	unsafe, unlock, reheat, reuse, unhappy, unpack, dislike, disagree, reread, distrust
	3	Suffixes **-ful, -less**	Prefixes **un-, re-, dis-**	careful, useful, helpful, painless, fearless, spotless, colorful, spoonful, speechless, priceless

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Grade 3 Phonics Skills and Spelling Words

Unit	Week	Phonics/Word Study and Vocabulary	Spelling Words
1. Government for the People	1	Short Vowels	conflicts, examples, helpful, imagine, plans, printed, problems, upset
	2	Long **a** (**VCe, ai, ay, a**)	favored, explained, separate, plain, became, swayed, raised, vain
	3	Long **o** (**VCe, oa, ow, o**) and Long **u** (**VCe, ue, ew, u**)	arrows, broken, contribution, new, obeyed, told, united, used
2. Ways Characters Shape Stories	1	Long **e** (**VCe, ea, ee, ey, y, ie, e**)	honey, hungry, even, freedom, leave, pieces, queens, screamed
	2	Long **i** (**i_e, igh, y, ie, i**)	cried, fighting, island, might, myself, provided, sacrifice, unwind
	3	Compound Words	firelight, heartbeat, hillside, mountaintop, thunderclap, treetops, underwater, woodstove
3. Animal Adaptations	1	**r**-controlled Vowels (**/är/, /ôr/**)	sharks, sharp, arctic, carnivores, born, forward, form, forest
	2	**r**-Controlled Vowels (**-er, -ir, -ur**)	caterpillar, butterfly, dangerous, deter, birds, curl, furry, survive
	3	Closed Syllable Pattern	black, better, blended, sticky, munching, quickly, predators, suddenly
4. Comparing Points of View	1	Open Syllable Pattern	apron, began, briars, lady, music, replied, potatoes, vocabulary
	2	Consonant **-le** Syllable Pattern	able, bicycle, fable, gentle, gobble, purple, single, terrible
	3	Vowel Team Syllable Pattern	beans, green, week, feet, too, sprouted, boasted, shook
5. Advancements in Technology	1	**VCe** Syllable Pattern	telephone, arrive, whole, June, huge, broke, celebrated, wire
	2	Vowel-**r** Syllable Pattern	clerk, over, smaller, coworkers, performed, various, mother, simpler
	3	Inflectional Endings **-ed, -ing**	carried, introduced, taking, changed, relied, using, creating, sharing

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Grade 3 Phonics Skills and Spelling Words

Unit	Week	Phonics/Word Study and Vocabulary	Spelling Words
6. Making Decisions	1	Irregular Plurals	geese, people, themselves, grass, sheep, wolves, lives, teeth
	2	Long **oo** and Short **oo**	choose, good, took, food, looked, wooden, foolish, rooster
	3	**/ou/** as in **How** and **Out**	brown, growls, sound, down, howl, waterfowl, found, snout
7. Communities Then and Now	1	Suffixes **-er, -or**	bakers, painters, owners, players, visitors, sculptors, vendors, actors
	2	Homophones	past, passed, so, sew, eight, ate, where, wear
	3	Variant Vowel **/ô/**	walls, called, stalks, awful, dawn, thawing, taught, pause
8. Weather and Climate	1	Hard and Soft **c**	fierce, affect, covered, Connecticut, certain, crucial, recommended, computers
	2	Hard and Soft **g**	gathered, grateful, garden, green, good, again, generous, germinated
	3	Diphthongs	point, sprout, moisture, shower, cloud, south, soil, downpour
9. Spending Time and Money	1	Suffixes **-able, -ful, -less**	profitable, valuable, sizable, fanciful, delightful, tearful, countless, penniless
	2	Prefixes (**dis-, un-**)	disappeared, unrivaled, disassembled, unblemished, displeasure, unhappy, disbelief, unsalted
	3	Prefixes **pre-, re-**	prearrange, prekindergarten, preorder, prepackaged, reconsider, recycled, restock, rethink
10. Forces and Interactions	1	Compound Words	bone-tired, daybreak, everyone, finish line, halfway, jack-rabbit, meanwhile, slow-poke
	2	Derivational Suffixes (**-ing, -ment, -ness**)	amazement, happiness, scrambling, cleverness, leading, slyness, contentment, sadness, warning
	3	Introduce Related Words	inventor, invention, problem, solve, solution, problematic, transforms, transformation

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Grade 4 Phonics Skills and Spelling Words

Unit	Week	Phonics/Word Study and Vocabulary	Spelling Words
1. Government in Action	1	Long **a** (**VCe, ai, ay, ei, ea**) and Short **a**	trails, spray, national, maintain, locate, staff, natural, greatly
	2	Long **e** (**VCe, ea, ee, ey, y, ie, e**) and Short **e**	centuries, easy, everyone, geography, overseas, representative, residents, these
	3	Long **o** (**VCe, oa, ow, oe, o**) and Short **o**	most, from, dome, floating, bowl, goes, shopping, governor
2. Characters' Actions and Reactions	1	Long **i** (**VCe, igh, y, ie, i**) and Short **i**	crocodile, terrified, gigantic, sixty-six, lying, admitted, ordinary, right
	2	Long **u** (**VCe, ue, ew, u**) and Short **u**	communicate, used, usually, continued, refused, abundant, uncover, adult
	3	Closed Syllable Patterns	princess, spunky, mixture, enchanted, chicken, fifteen, invented, fantasy
3. Observing Nature	1	Open Syllable Patterns	brazenly, nature, decided, deter, prevent, local, location, noticed
	2	Vowel Team Syllable Patterns	eagerly, creature, proclaimed, because, believed, people, groundhog, cloudy
	3	Vowel-**r** Syllable Patterns	charcoal, coverings, waterproof, birches, forests, Northeast, important, sturdy
4. Understanding Different Points of View	1	Compound Words	narrow-minded, worn out, first-rate, three-quarters, mind-boggling, post office, high school, hot dogs
	2	Vowel-Consonant-**e** Syllable Patterns	raced, named, navigate, bravely, safely, despite, arrived, disease
	3	Consonant-**le** Syllable Patterns	purple, remarkable, startle, wiggled, simple, gobble, single, struggled
5. Technology for a Green Future	1	Hard and Soft **c, g**	carbon, electricity, importance, substance, energy, gallon, gasoline, generate
	2	**r**-Controlled Vowels (**ar, or, oar, ore**)	start, charted, according, fortunately, victory, roared, stored, before
	3	**r**-Controlled Vowels (**er, ir, ur**)	quarter, meters, percent, thirteen, first, thirds, curb, surrounding

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Benchmark Advance
Grade 4 Phonics Skills and Spelling Words

Unit	Week	Phonics/Word Study and Vocabulary	Spelling Words
6. Confronting Challenges	1	Adverb Suffixes **-ly, -ily, -ways, -wise**	barely, disdainfully, wildly, peacefully, speedily, sideways, clockwise, counterclockwise
	2	**/o͞o/** and **/o͝o/** (**oo, ew, ould, ull**)	looked, could, pulling, would, soon, troop, doomed, blew
	3	Adjective Suffixes **-ful, -ous, -ible, -able, -some**	painful, resourceful, famous, dangerous, invincible, honorable, troublesome, fearsome
7. Developing a Nation	1	**/ou/** and **/oi/**	county, brown, pounded, account, outside, destroyed, soil, boiling
	2	Prefixes **trans-, pro-, sub-, super-, inter-**	transport, transcontinental, proclaimed, progress, substituted, intervals, interfered, superstars
	3	Homophones	dear, deer, blue, blew, rained, reigned, to, two, week, weak, there, their, side, sighed, wait, weight
8. Earth Changes	1	Negative Prefixes **de-, un-, in-, im-, dis-**	unbelievable, unaware, unprepared, destruction, disappeared, impossible, incredibly, insignificant
	2	Greek and Latin Roots **geo-, archae-, rupt-**	archaeologists, geological, geologists, geology, disrupted, erupt, erupted, eruption
	3	Variant Vowel **/ô/** (**au, al, aw**)	August, causing, pause, chalky, fall, stall, talking, dawn
9. Resources and Their Impact	1	Noun Suffixes **-dom, -ity, -tion, -ment, -ness**	wisdom, community, equality, organization, registration, employment, agreements, kindness
	2	Introduce Latin Roots **mis** (send), **agri** (field), **duc/duct**	intermission, agriculture, introduced, manipulate, missiles, produced, manual,
	3	Variant Vowel **/âr/** (**air, are, ear**)	carefully, declares, prepare, despair, repaired, forbearance, tears, wears
10. The Power of Electricity	1	Adding Endings with Spelling Changes	grabbed, resumed, humming, stifling, snagged, whined, emergencies, unluckier
	2	Words with Final **/əl/** and **/ən/** Sounds	kitchen, chemical, fossil, controversial, essential, travels, barren, metropolitan
	3	Latin and Greek Roots **ven** (come), **migr** (move), **graph** (write), **mit** (send), **aud** (hear)	inventor, venue, emigrated, autograph, shadowgraphs, transmitting, audibly, audience

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Benchmark Advance
Grade 5 Phonics Skills and Spelling Words

Unit	Week	Phonics/Word Study and Vocabulary	Spelling Words
1. The U.S. Constitution: Then and Now	1	Short Vowels **a, e, ea, i, o, u**	amendments, activists, benefited, citizens, insults, impressive, topics, public
	2	Long Vowels	contained, nation, freedom, reason, replied, rights, devoted, future
	3	**r**-Controlled Vowels **er, ir, ur** (**er, ear, ere, ir, ur, ure**)	person, liberty, determination, earned, thirty, first, turned, cultures
2. Developing Characters' Relationships	1	**r**-Controlled Vowels **/âr/, /är/, /ôr/** (**air, are; ar; or, our, ore**)	participate, horseback, forth, sword, chores, forever, spare
	2	Closed Syllable Pattern	swimming, campers, forget, capture, discussed, except, summit, distance
	3	Open Syllable Pattern	become, beloved, events, secret, famous, museum, pirates, readers
3. Cultivating Natural Resources	1	Vowel-**r** Syllable Pattern	covered, kernels, forests, scorching, farmers, burst, thirteen, cornstalks
	2	Vowel Team Syllable Pattern	explained, realized, rejoiced, enjoyed, throughout, thoughtful, approached, replied
	3	Consonant-**le** Syllable Pattern	castle, example, incredible, puzzle, unforgettable, nibble, available, principles
4. Recognizing Author's Point of View	1	Vowel-Consonant-**e** Syllable Pattern	ashamed, scraped, bravely, blithe, excited, survive, those, contribute
	2	Homographs	novel, left, bound, story, rare, kind, till, down
	3	Variant Vowels **/o͞o/** and **/o͝o/** (**oo**, **ew, ould, ull**)	afternoon, food, flew, goodness, took, shook, pulled, couldn't
5. Technology's Impact on Society	1	Noun Suffixes (**-ology, -ant, -er, -or, -ery**)	technology, tenants, observant, immigrant, laborer, educator, author, machinery
	2	Latin Roots (**spec, liter, vent, struct**)	unexpected, respect, spectacular, literary, adventure, structure, invention, construction
	3	Homophones	course, died, feat, hire, missed, sent, steel, would

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Benchmark Advance
Grade 5 Phonics Skills and Spelling Words

Unit	Week	Phonics/Word Study and Vocabulary	Spelling Words
6. Up Against the Wild	1	Variant Vowel **/ô/** (**al, alk, all, au, aw**)	always, awesome, because, fawned, installment, jaws, launched, stalk
	2	Noun Suffixes (**-tion, -ty, -sion, -ness, -ment**)	apprehension, government, astonishment, illness, conditions, provisions, exhaustion, visibility
	3	Compound Words (Hyphenated, Open)	each other, far-flung, half-moon, ocean liner, polar region, ready-made, super-wolf, well-being
7. Conflicts That Shaped a Nation	1	Words with Final **/əl/** and **/ər/**	another, honor, battle, hospital, doctors, medical
	2	Prefixes (**re-, pre-, dis-, mis-**)	dissatisfy, precaution, reunited, disease, reaction, misguided, recollect
	3	Silent Letters **kn, wr, gh, gn, wh**	assignment, whole, eighteen, written, know
8. Water: Fact and Fiction	1	**/ou/** and **/oi/**	outlandish, mountain, powerful, showered, exploit, moisture, hoisted, joyously
	2	Latin Roots (**aud, vis, form, cede**)	audiences, audible, visualize, transformed, recede, proceed, vision, uniform
	3	Adjective Suffixes (**-y, -ent, -ive, -ic, -ful**)	sandy, impressive, optimistic, dependent, cumulative, peaceful, confident, historic
9. The Economic Development of Cities	1	Irregular Past Tense Verbs	threw, blew, thought, brought, spent, rang, stood, grown, known
	2	Inflectional Endings with Spelling Changes (**-ed, -ing**)	explode, require, create, pop, assemble, inflate, ratify, refer
	3	Prefixes That Describe Where (**pro-, em-, en-, per-, im-**)	produced, program, embarked, energy, percent, permitted, permanently, imminent
10. Transforming Matter	1	Plurals: Spelling Changes/Irregulars	sketches, people, benches, theories, teeth, feet, children, bodies
	2	Science Roots (**se, mech, cycle, phys, chem**)	inseparable, mechanized, mechanic, mechanism, physiotherapy, chemist, recycling
	3	Prefixes (**re-, bio-, im-, ex-, micro-**)	biologist, biochemistry, reaction, postdoctoral, immigrant, microbiologist

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Grade 6 Phonics Skills and Spelling Words

Unit	Week	Phonics/Word Study and Vocabulary	Spelling Words
1. Beyond Democracy	1	Short Vowels (**a, e, ea, i, o, u, y**)	passenger, principles, persecution, compact, subjects, originally, patent, colony
	2	Long Vowels (**a, e, i, o, u**)	recognized, domain, decided, chose, became, signed, unites, determination
	3	Closed Syllable Pattern	established, second, problems, discuss, intentions, disbanded, fundamental, consensus
2. Characters at Crossroads	1	Open Syllables	ability, enemy, ninety, writing, closing, inhuman, frequent, fighters
	2	**r**-Controlled Vowels **/âr/, /är/, /ôr/** (**air, are, ear; ar, ear; or, our, ore**)	chairs, prepared, heart, unfairly, former, poured, stores, support
	3	**r**-Controlled Vowels **er, ir, ur** (**er, ear, ere, ir, ur, ure**)	remembering, staggered, overwhelmed, circling, burst, hamburger, natural, Saturday
3. Relationships in Nature	1	Vowel-**r** Syllable Pattern	years, award, historical, there, unfortunately, preserve, majority, inspire
	2	Vowel-Consonant-**e** Syllable Pattern	investigate, duplicates, breathe, survive, biomes, mangrove, enclosed, used
	3	Long **o** (**VCe, oa, ow, oe, o**) and Short **o**	exposed, shadow, overhead, stopped, following, rockface, locust, ominous
4. The Reader's Perspective	1	Adjective Suffixes	customary, drowsy, Japanese, military, American, Asian, ashen, dusky
	2	Consonant-**le** Syllable Pattern	people, tables, noble, startled, assembled, couple, single
	3	Variant Vowel **/ô/** (**au, al, aw, alt, alk, all, ough**)	sausage, autumn, already, yawned, faltered, talkative, small, thought
5. Technology in the 21st Century	1	Adjective Suffixes: **-ous, -ive, -able, -ial, -al, -less**	courageous, perceptive, decisive, capable, unemotional, incidentally, fearlessly, expressionless
	2	Greek Roots: **bio, hydro, atmo, photo**	biome, biology, biologists, hydrosphere, atmospheric, photographs, photographing, photographed
	3	Noun Suffixes: **-ology, -ist, -er**	archaeology, technology, archaeologists, scientists, researcher, settlers, farmers, users

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Benchmark Advance
Grade 6 Phonics Skills and Spelling Words

Unit	Week	Phonics/Word Study and Vocabulary	Spelling Words
6. Legendary Journeys	1	Silent Letters (**wr, kn, gn, h, w**)	design, exhausted, knapsack, wrist, gnarled, wheel, knew, knight
	2	Noun Suffixes: **-ty, -tion, -sion, -ery, -ment**	audacity, transformation, infections, tensions, slavery, commencement, ambition, encampment
	3	Negation Prefixes: **il-, im-, in-, dis-, ir-, mis-** (not); **un-** (opposite)	disbelief, illogical, impossible, incredible, invisible, irresistible, misinformed, unending
7. Achievements of Ancient Cultures	1	Vowel Sounds **/ou/** and **/oi/**	allowed, outside, destroyed, powerful, enjoying, royal, found, toiled
	2	Latin Roots: **aqua** (water); **amphi** (around); **liter** (letters); **struct** (build); **spec** (see); **aud** (hear)	amphitheaters, aqueducts, audiences, literary, reconstruction, respected, spectacular, structure
	3	Homophones	capital, ensure, feat, great, loose, site, team, then
8. Exploring Earth's Structures	1	**/o͞o/** (**ew**) and **/o͝o/** (**oo, o, ould**)	couldn't, due, flew, grew, moons, moving, scooped, should
	2	Words with Final **/əl/** and **/ər/**	financial, international, inventors, lawyer, practical, publisher, stockbroker, travel
	3	Words Based on Latin Affixes and Roots	envision, intervals, interviewed, invisible, submerged, surface, surpassing
9. Economic Expansion	1	Irregular Past Tense Verbs	took, built, taught, heard, brought, spread, sought, substantial, arose
	2	Compound Words (hyphenated and open)	far-flung, labor-intensive, man-made, mid-1930s, time-consuming, mulberry tree, raw silk, two thousand
	3	Latin Roots: **migr** (move); **fac** (make); **grat** (pleasing); **luna** (moon)	emigrated, benefactor, lunar, immigrant, grateful, lunacy, factory, gratitude
10. Understanding Our Energy Resources	1	Homographs	content, down, light, entrance, hail, rose, wind, tears
	2	Suffixes: **-ic** (relating to); **-ful** (full of); **-ism, -ity, -dom** (state or quality of)	athleticism, electric, necessity, availability, fearful, wisdom, freedom, optimism
	3	Prefixes: **bi-** (two); **tri-** (three); **cent-** (hundred); **inter-** (between); **em-** (in); **ex-** (out)	bicycle, embankment, interdependent, interchangeably, tricolor, centuries, expand, expendable

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Grade K High-Frequency Words Cross-Referenced with Dolch, Fry, and Clay

Unit	Week	HFW	Where Taught	Dolch	Fry	Clay
1	1	I	Phonics (Explicit high-frequency word instruction)	✓	✓	✓
	2	like	Phonics (Explicit high-frequency word instruction)	✓	✓	✓
	3	am	Phonics (Decodable word)	✓	✓	✓
		do	*My First Reader's Theater* script	✓	✓	
		not	*My First Reader's Theater* script	✓	✓	✓
		our	*My First Reader's Theater* script	✓	✓	
		who	*My First Reader's Theater* script	✓	✓	
2	1	the	Phonics (Explicit high-frequency word instruction)	✓	✓	
		we	Phonics (Explicit high-frequency word instruction)	✓	✓	✓
	2	go	Phonics (Explicit high-frequency word instruction)	✓	✓	✓
		see	Phonics (Explicit high-frequency word instruction)	✓	✓	
		walk	Vocabulary mini-lesson	✓	✓	
	3	be	*My First Reader's Theater* script	✓	✓	
		man	Phonics (Decodable word)	✓	✓	
		too	*My First Reader's Theater* script	✓	✓	✓
		will	*My First Reader's Theater* script	✓	✓	✓
3	1	can	Phonics (Explicit high-frequency word instruction)	✓	✓	
		she	Phonics (Explicit high-frequency word instruction)	✓	✓	
		sit	Phonics (Decodable word)	✓	✓	
	2	a	Phonics (Explicit high-frequency word instruction)	✓	✓	✓
		space	Vocabulary mini-lesson		✓	
	3	at	*My First Reader's Theater* script	✓	✓	✓
		eat	*My First Reader's Theater* script	✓	✓	
		is	Phonics (Explicit high-frequency word instruction)	✓	✓	
		out	*My First Reader's Theater* script	✓	✓	
		was	*My First Reader's Theater* script	✓	✓	
		water	Vocabulary mini-lesson	✓	✓	
4	1	has	Phonics (Explicit high-frequency word instruction)	✓	✓	
		he	Phonics (Explicit high-frequency word instruction)	✓	✓	✓
		on	Phonics (Decodable word)	✓	✓	✓
		left	Vocabulary mini-lesson		✓	
		right	Vocabulary mini-lesson	✓	✓	
	2	little	Phonics (Explicit high-frequency word instruction)	✓	✓	
		play	Phonics (Explicit high-frequency word instruction)	✓	✓	
		white	Vocabulary mini-lesson	✓	✓	
	3	good	*My First Reader's Theater* script	✓	✓	
		in	*My First Reader's Theater* script	✓	✓	✓

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Grade K High-Frequency Words Cross-Referenced with Dolch, Fry, and Clay

Unit	Week	HFW	Where Taught	Dolch	Fry	Clay
5	1	and	Phonics (Explicit high-frequency word instruction)	✓	✓	✓
		you	Phonics (Explicit high-frequency word instruction)	✓	✓	✓
	2	big	Phonics (Explicit high-frequency word instruction)	✓	✓	✓
		but	Phonics (Decodable word)	✓	✓	
		cut	Phonics (Decodable word)	✓	✓	
		up	Phonics (Decodable word)	✓	✓	✓
		with	Phonics (Explicit high-frequency word instruction)	✓	✓	✓
		fall	Vocabulary mini-lesson	✓	✓	
		well	Vocabulary mini-lesson	✓	✓	
	3	her	*My First Reader's Theater* script	✓	✓	
		run	Phonics (Decodable word)	✓	✓	
6	1	for	Phonics (Explicit high-frequency word instruction)	✓	✓	✓
		no	Phonics (Explicit high-frequency word instruction)	✓	✓	
		open	Vocabulary mini-lesson	✓	✓	
	2	get	Phonics (Decodable word)	✓	✓	✓
		jump	Phonics (Explicit high-frequency word instruction)	✓	✓	
		one	Phonics (Explicit high-frequency word instruction)	✓	✓	
		down	Vocabulary mini-lesson	✓	✓	
		over	Vocabulary mini-lesson	✓	✓	
	3	did	Phonics (Decodable word)	✓	✓	
		going	*Reader's Theater Nursery Rhymes and Songs*	✓		✓
		so	*Reader's Theater Nursery Rhymes and Songs*	✓	✓	
		way	*Reader's Theater Nursery Rhymes and Songs*	✓	✓	
		young	*Reader's Theater Nursery Rhymes and Songs*		✓	
		house	Vocabulary mini-lesson	✓	✓	

Unit	Week	HFW	Where Taught	Dolch	Fry	Clay
7	1	are	Phonics (Explicit high-frequency word instruction)	✓	✓	✓
		have	Phonics (Explicit high-frequency word instruction)	✓	✓	
		same	Vocabulary mini-lesson		✓	
	2	said	Phonics (Explicit high-frequency word instruction)	✓	✓	
		two	Phonics (Explicit high-frequency word instruction)	✓	✓	
		help	Vocabulary mini-lesson	✓	✓	✓
		live	Vocabulary mini-lesson	✓	✓	
	3	just	*Reader's Theater Nursery Rhymes and Songs*	✓	✓	
8	1	look	Phonics (Explicit high-frequency word instruction)	✓	✓	✓
		me	Phonics (Explicit high-frequency word instruction)	✓	✓	✓
	2	come	Phonics (Explicit high-frequency word instruction)	✓	✓	✓
		here	Phonics (Explicit high-frequency word instruction)	✓	✓	✓
		yes	Phonics (Decodable word)	✓	✓	
	3	it	*Reader's Theater Nursery Rhymes and Songs*	✓	✓	

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Grade K High-Frequency Words Cross-Referenced with Dolch, Fry, and Clay

Unit	Week	HFW	Where Taught	Dolch	Fry	Clay
9	1	my	Phonics (Explicit high-frequency word instruction)	✓	✓	
		to	Phonics (Explicit high-frequency word instruction)	✓	✓	✓
	2	came	Phonics (Decodable word)	✓	✓	
		made	Phonics (Decodable word)	✓	✓	
		make	Phonics (Decodable word)	✓	✓	
		name	Phonics (Decodable word)	✓	✓	
		of	Phonics (Explicit high-frequency word instruction)	✓	✓	
		what	Phonics (Explicit high-frequency word instruction)	✓	✓	
	3	any	*Reader's Theater Nursery Rhymes and Songs*	✓	✓	
		home	Phonics (Decodable word)	✓	✓	
		new	*My First Reader's Theater* script	✓	✓	
		thank	*Reader's Theater Nursery Rhymes and Songs*	✓		

Unit	Week	HFW	Where Taught	Dolch	Fry	Clay
10	1	line	Phonics (Decodable word)		✓	
		put	Phonics (Explicit high-frequency word instruction)	✓	✓	
		ride	Phonics (Decodable word)	✓	✓	
		time	Phonics (Decodable word)	✓	✓	
		want	Phonics (Explicit high-frequency word instruction)	✓	✓	
	2	saw	Phonics (Explicit high-frequency word instruction)	✓	✓	
		this	Phonics (Explicit high-frequency word instruction)	✓	✓	✓
		use	Phonics (Decodable word)	✓	✓	
		need	Vocabulary mini-lesson		✓	
		first	Vocabulary mini-lesson	✓	✓	
		cold	Vocabulary mini-lesson	✓	✓	
	3	can	*Reader's Theater Nursery Rhymes and Songs*	✓	✓	
		look	*Reader's Theater Nursery Rhymes and Songs*	✓	✓	✓
		go	*Reader's Theater Nursery Rhymes and Songs*	✓	✓	✓
		easy	Vocabulary mini-lesson		✓	

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Grade 1 High-Frequency Words Cross-Referenced with Dolch, Fry, and Clay*

Unit	Week	HFW	Where Taught	Dolch	Fry	Clay
1	1	and	Phonics (Explicit high-frequency word instruction)	✓	✓	
		back	Phonics (Decodable word)	✓	✓	
		go	Phonics (Explicit high-frequency word instruction)	✓	✓	✓
		see	Phonics (Explicit high-frequency word instruction)	✓	✓	
		she	Phonics (Explicit high-frequency word instruction)	✓	✓	
		the	Phonics (Explicit high-frequency word instruction)	✓	✓	
	2	him	Phonics (Decodable word)	✓	✓	
		his	Phonics (Decodable word)	✓	✓	
		little	Phonics (Explicit high-frequency word instruction)	✓	✓	
		play	Phonics (Explicit high-frequency word instruction)	✓	✓	
		six	Phonics (Decodable word)	✓	✓	
		you	Phonics (Explicit high-frequency word instruction)	✓	✓	✓
	3	for	Phonics (Explicit high-frequency word instruction)	✓	✓	✓
		got	Phonics (Decodable word)	✓	✓	
		have	Phonics (Explicit high-frequency word instruction)	✓	✓	
		jump	Phonics (Explicit high-frequency word instruction)	✓		
		no	Phonics (Explicit high-frequency word instruction)	✓	✓	
		one	Phonics (Explicit high-frequency word instruction)	✓	✓	
2	1	are	Phonics (Decodable word)	✓	✓	✓
		look	Phonics (Explicit high-frequency word instruction)	✓	✓	✓
		my	Phonics (Explicit high-frequency word instruction)	✓	✓	
		said	Phonics (Explicit high-frequency word instruction)	✓	✓	
		two	Phonics (Explicit high-frequency word instruction)	✓	✓	
	2	come	Phonics (Explicit high-frequency word instruction)	✓	✓	✓
		here	Phonics (Explicit high-frequency word instruction)	✓	✓	✓
		of	Phonics (Explicit high-frequency word instruction)	✓	✓	
		to	Phonics (Explicit high-frequency word instruction)	✓	✓	✓
	3	black	Phonics (Decodable word)	✓	✓	
		put	Phonics (Explicit high-frequency word instruction)	✓	✓	
		saw	Phonics (Explicit high-frequency word instruction)	✓	✓	
		this	Phonics (Explicit high-frequency word instruction)	✓	✓	✓
		want	Phonics (Explicit high-frequency word instruction)	✓	✓	
		what	Phonics (Explicit high-frequency word instruction)	✓	✓	

* Eighty-three high-frequency words practiced in Grade 1 are review words and first taught in Grade K. The majority of these review words appear in Units 1 and 2.

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Grade 1 High-Frequency Words Cross-Referenced with Dolch, Fry, and Clay*

Unit	Week	HFW	Where Taught	Dolch	Fry	Clay
3	1	now	Phonics (Explicit high-frequency word instruction)	✓	✓	
		do	Phonics (Explicit high-frequency word instruction)	✓	✓	
		went	Phonics (Explicit high-frequency word instruction)	✓	✓	✓
		which	Phonics (Explicit high-frequency word instruction)	✓	✓	
	2	still	Phonics (Decodable word)		✓	
		stop	Phonics (Decodable word)	✓	✓	
		out	Phonics (Explicit high-frequency word instruction)	✓	✓	
		was	Phonics (Explicit high-frequency word instruction)	✓	✓	
		then	Phonics (Explicit high-frequency word instruction)	✓	✓	
		there	Phonics (Explicit high-frequency word instruction)	✓	✓	
	3	best	Phonics (Decodable word)	✓	✓	
		drinks	Phonics (Decodable word)	✓		
		last	Phonics (Decodable word)		✓	
		must	Phonics (Decodable word)	✓	✓	
		next	Phonics (Decodable word)		✓	
		plant	Phonics (Decodable word)		✓	
		by	Phonics (Explicit high-frequency word instruction)	✓	✓	
		good	Phonics (Explicit high-frequency word instruction)	✓	✓	
		who	Phonics (Explicit high-frequency word instruction)	✓	✓	
		them	Phonics (Explicit high-frequency word instruction)	✓	✓	

* Eighty-three high-frequency words practiced in Grade 1 are review words and first taught in Grade K. The majority of these review words appear in Units 1 and 2.

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Unit	Week	HFW	Where Taught	Dolch	Fry	Clay
4	1	could	Phonics (Explicit high-frequency word instruction)	✓	✓	
		sing	Phonics (Decodable word)	✓	✓	
		these	Phonics (Explicit high-frequency word instruction)	✓	✓	
		things	Phonics (Decodable word)		✓	
		thinks	Phonics (Decodable word)	✓	✓	
		our	Phonics (Explicit high-frequency word instruction)	✓	✓	
		were	Phonics (Explicit high-frequency word instruction)	✓	✓	
	2	hurt	Phonics (Explicit high-frequency word instruction)	✓		
		once	Phonics (Explicit high-frequency word instruction)	✓	✓	
		that	Phonics (Explicit high-frequency word instruction)	✓	✓	
		upon	Phonics (Explicit high-frequency word instruction)	✓	✓	
	3	because	Phonics (Explicit high-frequency word instruction)	✓	✓	
		from	Phonics (Explicit high-frequency word instruction)	✓	✓	
		head	*Reader's Theater Nursery Rhymes and Songs*	✓	✓	
		their	Phonics (Explicit high-frequency word instruction)	✓	✓	
		when	Phonics (Explicit high-frequency word instruction)	✓	✓	

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Grade 1 High-Frequency Words Cross-Referenced with Dolch, Fry, and Clay*

Unit	Week	HFW	Where Taught	Dolch	Fry	Clay
5	1	late	Phonics (Decodable word)		✓	
		many	Phonics (Explicit high-frequency word instruction)	✓	✓	
		start	Phonics (Explicit high-frequency word instruction)	✓	✓	
		right	Phonics (Explicit high-frequency word instruction)	✓	✓	
		take	Phonics (Decodable word)	✓	✓	
		why	Phonics (Explicit high-frequency word instruction)	✓	✓	
	2	close	Phonics (Decodable word)		✓	
		find	Phonics (Explicit high-frequency word instruction)	✓	✓	
		how	Phonics (Explicit high-frequency word instruction)	✓	✓	
		over	Phonics (Explicit high-frequency word instruction)	✓	✓	
		under	Phonics (Explicit high-frequency word instruction)	✓	✓	
	3	face	Phonics (Decodable word)		✓	
		far	Phonics (Explicit high-frequency word instruction)	✓	✓	
		give	Phonics (Explicit high-frequency word instruction)	✓	✓	
		let's	*Reader's Theater Nursery Rhymes and Songs*	✓	✓	
		place	Phonics (Decodable word)		✓	
		too	Phonics (Explicit high-frequency word instruction)	✓	✓	✓
		try	Phonics (Explicit high-frequency word instruction)	✓	✓	

* Eighty-three high-frequency words practiced in Grade 1 are review words and first taught in Grade K. The majority of these review words appear in Units 1 and 2.

Unit	Week	HFW	Where Taught	Dolch	Fry	Clay
6	1	after	Phonics (Explicit high-frequency word instruction)	✓	✓	
		call	Phonics (Explicit high-frequency word instruction)	✓		
		five	Phonics (Decodable word)	✓	✓	
		her	Phonics (Explicit high-frequency word instruction)	✓	✓	
		large	Phonics (Explicit high-frequency word instruction)		✓	
	2	house	Phonics (Explicit high-frequency word instruction)	✓	✓	
		long	Phonics (Explicit high-frequency word instruction)	✓	✓	
		off	Phonics (Explicit high-frequency word instruction)	✓	✓	
		small	Phonics (Explicit high-frequency word instruction)	✓	✓	
		use	Phonics (Decodable word)	✓	✓	
	3	animals	*Reader's Theater Nursery Rhymes and Songs*		✓	
		brown	Phonics (Explicit high-frequency word instruction)	✓	✓	
		day	Phonics (Decodable word)	✓	✓	
		live	Phonics (Explicit high-frequency word instruction)	✓	✓	
		may	Phonics (Decodable word)	✓	✓	
		work	Phonics (Explicit high-frequency word instruction)	✓	✓	
		year	Phonics (Explicit high-frequency word instruction)		✓	

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Grade 1 High-Frequency Words Cross-Referenced with Dolch, Fry, and Clay*

Unit	Week	HFW	Where Taught	Dolch	Fry	Clay
7	1	always	Phonics (Explicit high-frequency word instruction)	✓	✓	
		don't	Phonics (Decodable word)	✓	✓	
		found	Phonics (Explicit high-frequency word instruction)	✓	✓	
		goes	Phonics (Decodable word)	✓		
		hold	Phonics (Decodable word)	✓	✓	
		know	Phonics (Explicit high-frequency word instruction)	✓	✓	
		loads	Phonics (Decodable word)	✓		
		show	Phonics (Decodable word)	✓	✓	
		so	Phonics (Decodable word)	✓	✓	
		you	Phonics (Explicit high-frequency word instruction)	✓	✓	✓
	2	all	Phonics (Explicit high-frequency word instruction)	✓	✓	
		clean	Phonics (Decodable word)	✓	✓	
		draw	Phonics (Explicit high-frequency word instruction)	✓	✓	
		each	Phonics (Decodable word)		✓	
		feet	Phonics (Decodable word)	✓	✓	
		green	Phonics (Decodable word)	✓	✓	
		leave	Phonics (Decodable word)		✓	
		need	Phonics (Decodable word)		✓	
		people	Phonics (Explicit high-frequency word instruction)		✓	
		read	Phonics (Decodable word)	✓	✓	
		sea	Phonics (Decodable word)		✓	
		seem	Phonics (Decodable word)		✓	
		sleep	Phonics (Decodable word)	✓	✓	
		three	Phonics (Decodable word)	✓	✓	
		trees	Phonics (Decodable word)		✓	
		where	Phonics (Explicit high-frequency word instruction)	✓	✓	✓
	3	again	Phonics (Explicit high-frequency word instruction)	✓	✓	
		country	Phonics (Explicit high-frequency word instruction)		✓	
		high	Phonics (Decodable word)		✓	
		kind	Phonics (Decodable word)	✓	✓	
		lights	Phonics (Decodable word)		✓	
		might	Phonics (Decodable word)		✓	
		night	Phonics (Decodable word)	✓	✓	
		round	Phonics (Explicit high-frequency word instruction)	✓	✓	
		they	Phonics (Explicit high-frequency word instruction)	✓	✓	✓

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Unit	Week	HFW	Where Taught	Dolch	Fry	Clay
8	1	boy	Phonics (Explicit high-frequency word instruction)	✓	✓	✓
		car	Phonics (Decodable word)	✓	✓	✓
		city	Phonics (Explicit high-frequency word instruction)		✓	
		farm	Phonics (Decodable word)	✓	✓	
		four	Phonics (Explicit high-frequency word instruction)	✓	✓	
		great	Phonics (Explicit high-frequency word instruction)		✓	
		hard	Phonics (Decodable word)		✓	
		part	Phonics (Decodable word)		✓	
	2	away	Phonics (Explicit high-frequency word instruction)	✓	✓	✓
		change	Phonics (Explicit high-frequency word instruction)		✓	
		laugh	Phonics (Explicit high-frequency word instruction)	✓		
		more	Phonics (Decodable word)		✓	
		move	Phonics (Explicit high-frequency word instruction)		✓	
		or	Phonics (Decodable word)	✓		
	3	above	*Reader's Theater Nursery Rhymes and Songs*		✓	
		earth	Phonics (Explicit high-frequency word instruction)		✓	
		every	Phonics (Explicit high-frequency word instruction)	✓	✓	
		girl	Phonics (Decodable word)	✓	✓	
		near	Phonics (Explicit high-frequency word instruction)		✓	
		school	Phonics (Explicit high-frequency word instruction)	✓	✓	✓
		turn	Phonics (Decodable word)		✓	

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Grade 1 High-Frequency Words Cross-Referenced with Dolch, Fry, and Clay*

Unit	Week	HFW	Where Taught	Dolch	Fry	Clay
9	1	about	Phonics (Explicit high-frequency word instruction)	✓	✓	
		around	Phonics (Decodable word)	✓	✓	
		before	Phonics (Explicit high-frequency word instruction)	✓	✓	
		done	Phonics (Explicit high-frequency word instruction)	✓	✓	
		even	Phonics (Explicit high-frequency word instruction)	✓	✓	
		sound	Phonics (Decodable word)		✓	
	2	buy	Phonics (Explicit high-frequency word instruction)	✓	✓	
		only	Phonics (Explicit high-frequency word instruction)	✓	✓	
		pointed	Phonics (Decodable word)		✓	
		through	Phonics (Explicit high-frequency word instruction)		✓	
		walk	Phonics (Explicit high-frequency word instruction)	✓	✓	
	3	another	Phonics (Explicit high-frequency word instruction)		✓	
		books	Phonics (Decodable word)		✓	
		does	Phonics (Explicit high-frequency word instruction)	✓	✓	
		food	Phonics (Decodable word)		✓	
		some	Phonics (Explicit high-frequency word instruction)	✓	✓	
		soon	Phonics (Decodable word)	✓	✓	
		took	Phonics (Decodable word)		✓	
		wash	Phonics (Explicit high-frequency word instruction)	✓	✓	

Unit	Week	HFW	Where Taught	Dolch	Fry	Clay
10	1	better	Phonics (Explicit high-frequency word instruction)	✓	✓	
		carry	Phonics (Explicit high-frequency word instruction)	✓	✓	
		learn	Phonics (Explicit high-frequency word instruction)		✓	
		very	Phonics (Explicit high-frequency word instruction)	✓	✓	
		write	Phonics (Decodable word)	✓	✓	
	2	below	Phonics (Explicit high-frequency word instruction)		✓	
		fall	Phonics (Decodable word)	✓	✓	
		father	Phonics (Explicit high-frequency word instruction)	✓	✓	✓
		mother	Phonics (Explicit high-frequency word instruction)	✓	✓	✓
		never	Phonics (Explicit high-frequency word instruction)	✓	✓	
		talk	Phonics (Decodable word)		✓	
	3	answer	Phonics (Explicit high-frequency word instruction)		✓	
		any	Phonics (Explicit high-frequency word instruction)	✓	✓	
		blue	Phonics (Explicit high-frequency word instruction)	✓	✓	
		eight	Phonics (Explicit high-frequency word instruction)	✓	✓	
		funny	Phonics (Decodable word)	✓		
		hear	*Reader's Theater Nursery Rhymes and Songs*		✓	

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Benchmark Advance Program Components

INSTRUCTIONAL SETTING	COMPONENT	DESCRIPTION
Whole Group	Teacher's Resource System	The *Teacher's Resource System* and associated student readings serve as the heart of the Benchmark Advance® program. This material supports day-to-day instruction throughout the school year.
	Shared Readings; My Shared Readings	*Shared Readings* connect to the unit topic and are meant to be used to model fluency. *My Shared Readings* is a write-in student version.
	Mentor Read-Alouds	*Mentor Read-Alouds* consist of short reads that connect to unit topics and are used to model making meaning in complex texts.
	Foundations and Routines Big Books; "Extended Read" Big Books	The whole-group instruction in Weeks 2 and 3 each center on an Extended Read. The Extended Reads were analyzed and ranked based on the four dimensions of qualitative text complexity (purpose or levels of meaning, language conventionality and clarity, structure, knowledge demand) to determine potential challenges and opportunities for instruction.
	Texts for Close Reading	*Texts for Close Reading* selections are meant to capture students' interest and imagination, to support state standards for achievement, and most importantly to spark a lifelong interest in reading. These books are designed for students to interact with the readings by writing on the page and annotating the text.
	Read-Aloud Handbook	Conduct fluent, expressive readings of the selections within the *Read-Aloud Handbook.* Text genres range from poems, myths, and folktales to stories, biographies, speeches, and interviews. The instruction in this handbook supports teachers to model and guide practice with the following metacognitive strategies: ask questions, visualize, determine text importance, make inferences, summarize/synthesize, make connections, use fix-up/monitoring strategies.
	Daily Take-Home Activity Calendars	The purpose of this calendar is to provide family members with simple and engaging activities that support and extend their child's learning at home. The activities correspond to *My Shared Readings* in Grades K–1 and *Texts for Close Reading* in Grades 2–6 and center on foundational skills.
	Grammar, Spelling & Vocabulary; Phonics & High-Frequency Words Activity Book	The activity pages can be used for guided practice to scaffold students' learning or for independent work, either in class or as homework to reinforce students' understanding. Each activity page corresponds to a specific unit and week within the *Teacher's Resource System* and provides additional practice for either the grammar, spelling/vocabulary, or phonics skills taught in the whole-group instruction.
Phonics	Pre-Decodable/Decodable Readers and Lap Books	Decodable Readers provide opportunities to apply phonics (decoding and encoding) and foundational skills in context.
	High-Frequency Word Cards; Letter Cards; Sound-Spelling Cards; Workmats; Picture Word Cards; Frieze Cards, Phonics Poetry Posters	Manipulatives and tools for hands-on phonics instruction.
	Phonological Awareness & Phonics in Context; Phonics & Word Study In Context	These books are made up of phonological awareness and phonics mini-lessons for every small-group leveled reader in each unit. Mini-lessons allow for reinforcement of concepts taught in whole-group instruction and include a writing activity, which supports comprehension of the leveled reader.
	Advancing Phonics Skills	Provides materials for foundational instruction and practice in phonics skills through guided and independent work.

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Benchmark Advance Program Components

INSTRUCTIONAL SETTING	COMPONENT	DESCRIPTION
Designated ELD	English Language Development Teacher's Resource System	*The English Language Development Teacher's Resource System* is designed to develop students' awareness of how English works in both spoken and written language, and allows teachers to provide English Learners with the skills necessary for learning, thinking, and expressing in the English language.
	Texts for English Language Development	*Texts for English Language Development* are excerpted and supported, not adapted. Benchmark ELD takes a critical chunk of grade-level ELA content and amplifies it for the Learner. Amplification is done through visuals/pictures/graphic elements, leveling, and explanations to scaffold meaning.
	English Language Development Assessment	*English Language Development Assessment* provides teachers the tools to evaluate and document English Learners' growth in language proficiency over time using formative assessment tools that are directly related to learning activities and tasks from the TRS lessons and are based on the program's informational and literary texts.
	3–6 Advancing Foundational Skills for English Language Learners	Provides additional support to accelerate foundational skills—print concepts, phonological awareness, phonics and word recognition, and fluency—for English Learners at Grades 3–6.
	Think-Speak-Listen Bookmarks; Think-Speak-Listen Flip Books	Engage students in academic conversations with the conversation sentence starters provided in the Think-Speak-Listen Bookmarks and Flip Books.
Assessment	Informal Assessments; Interim Assessments; Weekly and Unit Assessments; Digital Test-Taking Platform: Linkit	Measure student progress and inform instruction through an array of assessment opportunities. Students take assessments on Benchmark Universe™ in the SBAC/PARCC format of the state assessments. The program's rich digital platform also allows teachers to generate a range of reports based on students' scores.
	Foundational Skills Assessments	Consists of short, skill-based quick checks designed to help teachers evaluate student command in the key foundational skill and knowledge areas.
Intervention	Intervention Fluency; Intervention Phonics and Word Recognition; Intervention Phonological Awareness; Intervention Print Concepts; Language Mini-Lessons Handbook; Writing and Language Handbook	The intervention kit provides mini-lessons and practice for students who need reteaching in print concepts, phonological awareness, phonics and word recognition, fluency, and conventions of standard English. Intervention tools address each of the foundational skills so that teachers can intervene and support as and when needed. Writing and language are further supported with mini-lessons in the Language Mini-Lessons Handbook and the Writing and Language Handbook.
Small Group	Leveled Texts; Teacher's Guides; Text Evidence Question Cards	Differentiated leveled texts support the same unit topic, meaning that all students, regardless of reading level, can practice close reading together in small groups. Each individual leveled text is accompanied by a Teacher's Guide for the close reading process that reinforces multiple reads, amplifies meaning, and reviews taught skills. Each small-group text also has a Text Evidence Question Card that guides students in finding and using text evidence to support opinions and ideas.
	Reader's Theater; Reader's Theater Teacher's Handbook	Multi-leveled reader's theater scripts build fluency and comprehension. The five-day lesson plans provided in the Reader's Theater Teacher's Handbook support students in building fluency, developing oral expression, and increasing vocabulary.

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Grade 2 High-Frequency Words Cross-Referenced with Dolch, Fry, and Clay*

Unit	Week	HFW	Dolch	Fry	Clay
1	1	a	✓	✓	✓
		can	✓	✓	
		and	✓	✓	✓
		come	✓	✓	✓
		are	✓	✓	✓
		for	✓	✓	✓
		big	✓	✓	✓
		go	✓	✓	✓
		has	✓	✓	
		I	✓	✓	✓
	2	have	✓	✓	
		is	✓	✓	
		jump	✓		
		my	✓	✓	
		one	✓	✓	
		put	✓	✓	
		the	✓	✓	
		want	✓	✓	
		what	✓	✓	
		you	✓	✓	✓
	3	he	✓	✓	✓
		like	✓	✓	✓
		little	✓	✓	
		no	✓	✓	
		of	✓	✓	
		saw	✓	✓	
		this	✓	✓	✓
		to	✓	✓	✓
		we	✓	✓	✓
		with	✓	✓	✓
2	1	about	✓	✓	
		because	✓	✓	
		here	✓	✓	✓
		look	✓	✓	✓
		me	✓	✓	✓
		play	✓	✓	
		said	✓	✓	
		see	✓	✓	
		she	✓	✓	
		try	✓	✓	
	2	after	✓	✓	
		before	✓	✓	
		call	✓	✓	
		do	✓	✓	
		earth		✓	
		father		✓	✓
		give	✓	✓	
		her	✓	✓	
		know	✓	✓	
		large		✓	
	3	good	✓	✓	
		many	✓	✓	
		near		✓	
		off	✓	✓	
		people		✓	
		right	✓	✓	
		that	✓	✓	
		two	✓	✓	
		under	✓	✓	
		very	✓	✓	

* All high-frequency words in Grade 2 are taught in the explicit high-frequency word instruction within the Teacher's Resource System. Units 1–4 consist of review words first practiced in Grade K and Grade 1.

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Grade 2 High-Frequency Words Cross-Referenced with Dolch, Fry, and Clay*

Unit	Week	HFW	Dolch	Fry	Clay
3	1	again	✓	✓	
		below		✓	
		carry	✓	✓	
		does	✓	✓	
		eight	✓	✓	
		find	✓	✓	
		house		✓	
		laugh	✓		
		mother		✓	✓
		school		✓	✓
	2	move		✓	
		never	✓	✓	
		once	✓	✓	
		round	✓	✓	
		small	✓	✓	
		their	✓	✓	
		too	✓	✓	✓
		walk	✓	✓	
		where	✓	✓	✓
		year		✓	
	3	all	✓	✓	
		away	✓	✓	✓
		better	✓	✓	
		by	✓	✓	
		change		✓	
		done	✓	✓	
		even		✓	
		found	✓	✓	
		learn		✓	
		only	✓	✓	

Unit	Week	HFW	Dolch	Fry	Clay
4	1	long	✓	✓	
		now	✓	✓	
		our	✓	✓	
		some	✓	✓	
		them	✓	✓	
		through		✓	
		upon	✓	✓	
		was	✓	✓	
		when	✓	✓	
		work		✓	
	2	always	✓	✓	
		any	✓	✓	
		blue	✓	✓	
		buy	✓	✓	
		city		✓	
		draw	✓	✓	
		four	✓	✓	
		great		✓	
		how	✓	✓	
		live	✓	✓	
	3	another		✓	
		boy		✓	✓
		could	✓	✓	
		every	✓	✓	
		far	✓	✓	
		from	✓	✓	
		hurt	✓		
		over	✓	✓	
		out	✓	✓	
		these	✓	✓	

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Grade 2 High-Frequency Words Cross-Referenced with Dolch, Fry, and Clay*

Unit	Week	HFW	Dolch	Fry	Clay
5	1	answer		✓	
		brown	✓	✓	
		country		✓	
		start	✓	✓	
		then	✓	✓	
		there	✓	✓	
		wash	✓	✓	
		went	✓	✓	✓
		who	✓	✓	
		your		✓	
	2	above		✓	
		began		✓	
		different		✓	
		enough		✓	
		few		✓	
		grow	✓	✓	
		they	✓	✓	✓
		were	✓	✓	
		which	✓	✓	
		why	✓	✓	
	3	follow		✓	
		girl	✓	✓	
		head	✓	✓	
		idea		✓	
		kind	✓	✓	
		leave		✓	
		might		✓	
		next		✓	
		often		✓	
		paper	✓	✓	
6	1	point		✓	
		river		✓	
		second		✓	
		song	✓	✓	
		think	✓	✓	
		three	✓	✓	
		until		✓	
		watch	✓	✓	
		white	✓	✓	
		young		✓	
	2	add		✓	
		between		✓	
		close		✓	
		example		✓	
		food		✓	
		group		✓	
		hear		✓	
		home	✓	✓	
		left		✓	
		mountain		✓	
	3	music		✓	
		night	✓	✓	
		old	✓	✓	
		picture	✓	✓	
		sentence		✓	
		spell		✓	
		thought		✓	
		together	✓	✓	
		while		✓	
		world		✓	

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Grade 2 High-Frequency Words Cross-Referenced with Dolch, Fry, and Clay*

Unit	Week	HFW	Dolch	Fry	Clay
7	1	air		✓	
		along		✓	
		begin		✓	
		children	✓	✓	✓
		important		✓	
		letter	✓	✓	
		open	✓	✓	
		own	✓	✓	
		sound		✓	
		talk		✓	
	2	almost		✓	
		animal		✓	
		around	✓	✓	
		body		✓	
		color		✓	
		eye	✓	✓	
		form		✓	
		high		✓	
		light	✓	✓	
		story		✓	
	3	across		✓	
		become		✓	
		complete		✓	
		during		✓	
		happened		✓	
		hundred		✓	
		problem		✓	
		toward		✓	
		study		✓	
		wind	✓	✓	

Unit	Week	HFW	Dolch	Fry	Clay
8	1	against		✓	
		certain		✓	
		door	✓	✓	
		early		✓	
		field		✓	
		heard		✓	
		knew		✓	
		listen		✓	
		morning	✓	✓	
		several		✓	
	2	area		✓	
		ever		✓	
		hours		✓	
		measure		✓	
		notice		✓	
		order		✓	
		piece		✓	
		short		✓	
		today	✓	✓	
		true		✓	
	3	covered		✓	
		cried		✓	
		figure		✓	
		horse	✓	✓	
		money	✓	✓	
		products		✓	
		questions		✓	
		since		✓	
		usually		✓	
		voice		✓	

* All high-frequency words in Grade 2 are taught in the explicit high-frequency word instruction within the Teacher's Resource System. Units 1–4 consist of review words first practiced in Grade K and Grade 1.

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Grade 2 High-Frequency Words Cross-Referenced with Dolch, Fry, and Clay*

Unit	Week	HFW	Dolch	Fry	Clay
9	1	able		✓	
		behind		✓	
		carefully		✓	
		common		✓	
		easy		✓	
		fact		✓	
		remember		✓	
		sure		✓	
		vowel		✓	
		whole		✓	
	2	ago		✓	
		government		✓	
		half		✓	
		machine		✓	
		pair		✓	
		quickly		✓	
		scientist		✓	
		thousand		✓	
		understood			
		wait		✓	
	3	among		✓	
		building		✓	
		circle		✓	
		decided		✓	
		finally		✓	
		heavy		✓	
		include		✓	
		nothing		✓	
		special		✓	
		wheel		✓	

Unit	Week	HFW	Dolch	Fry	Clay
10	1	brought		✓	
		contain		✓	
		front		✓	
		gave	✓	✓	
		inches		✓	
		material		✓	
		noun		✓	
		ocean		✓	
		strong		✓	
		verb		✓	
	2	built		✓	
		correct		✓	
		inside		✓	
		island		✓	
		language		✓	
		oh		✓	
		person		✓	
		street	✓	✓	
		system		✓	
		warm	✓	✓	
	3	dark		✓	
		clear		✓	
		explain		✓	
		force		✓	
		minutes		✓	
		object		✓	
		plane		✓	
		power		✓	
		produce		✓	
		surface		✓	

* All high-frequency words in Grade 2 are taught in the explicit high-frequency word instruction within the Teacher's Resource System. Units 1–4 consist of review words first practiced in Grade K and Grade 1.

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Grade K Intervention: Foundational Standards Taught

Print Concepts	
RF.K.1	Demonstrate understanding of the organization and basic features of print.
RF.K.1a	Follow words from left to right, top to bottom, and page by page.
RF.K.1b	Recognize that spoken words are represented in written language by specific sequences of letters.
RF.K.1c	Understand that words are separated by spaces in print.
RF.K.1d	Recognize and name all upper- and lowercase letters of the alphabet.
Phonological Awareness	
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.K.2a	Recognize and produce rhyming words.
RF.K.2b	Count, pronounce, blend, and segment syllables in spoken words.
RF.K.2c	Blend and segment onsets and rimes of single-syllable spoken words.
RF.K.2d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
RF.K.2e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RF.K.2f	Blend two to three phonemes into recognizable words. CA
Phonics and Word Recognition	
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
RF.K.3a	Demonstrate basic knowledge of one-to-on letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.
RF.K.3b	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. (Identify which letters represent the five major vowels [Aa, Ee, Ii, Oo, and Uu] and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the grade 1 phonics standards.) CA
RF.K.3c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
RF.K.3d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
Fluency	
RF.K.4	Read emergent-reader texts with purpose and understanding.

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Grade 1 Intervention: Foundational Standards Taught

Print Concepts	
RF.K.1	Demonstrate understanding of the organization and basic features of print.
RF.K.1a	Follow words from left to right, top to bottom, and page by page.
RF.K.1b	Recognize that spoken words are represented in written language by specific sequences of letters.
RF.K.1c	Understand that words are separated by spaces in print.
RF.K.1d	Recognize and name all upper- and lowercase letters of the alphabet.
RF.1.1	Demonstrate understanding of the organization and basic features of print.
RF.1.1a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
Phonological Awareness	
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.K.2a	Recognize and produce rhyming words.
RF.K.2b	Count, pronounce, blend, and segment syllables in spoken words.
RF.K.2c	Blend and segment onsets and rimes of single-syllable spoken words.
RF.K.2d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
RF.K.2e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RF.K.2f	Blend two to three phonemes into recognizable words. CA
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.1.2a	Distinguish long from short vowel sounds in spoken single-syllable words.
RF.1.2b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
RF.1.2c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
RF.1.2d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
Phonics and Word Recognition	
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
RF.K.3a	Demonstrate basic knowledge of one-to-on letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.

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Grade 1 Intervention: Foundational Standards Taught

RF.K.3b	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. (Identify which letters represent the five major vowels [Aa, Ee, Ii, Oo, and Uu] and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the grade 1 phonics standards.) CA
RF.K.3c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
RF.K.3d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
RF.1.3a	Know the spelling-sound correspondences for common consonant digraphs.
RF.1.3b	Decode regularly spelled one-syllable words.
RF.1.3c	Know final -e and common vowel team conventions for representing long vowel sounds.
RF.1.3d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
RF.1.3e	Decode two-syllable words following basic patterns by breaking the words into syllables.
RF.1.3f	Read words with inflectional endings.
RF.1.3g	Recognize and read grade-appropriate irregularly spelled words.
Fluency	
RF.K.4	Read emergent-reader texts with purpose and understanding.
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
RF.1.4a	Read on-level text with purpose and understanding.
RF.1.4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.1.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Grade 2 Intervention: Foundational Standards Taught

Print Concepts	
RF.K.1	Demonstrate understanding of the organization and basic features of print.
RF.K.1a	Follow words from left to right, top to bottom, and page by page.
RF.K.1b	Recognize that spoken words are represented in written language by specific sequences of letters.
RF.K.1c	Understand that words are separated by spaces in print.
RF.K.1d	Recognize and name all upper- and lowercase letters of the alphabet.
RF.1.1	Demonstrate understanding of the organization and basic features of print.
RF.1.1a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
Phonological Awareness	
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.K.2a	Recognize and produce rhyming words.
RF.K.2b	Count, pronounce, blend, and segment syllables in spoken words.
RF.K.2c	Blend and segment onsets and rimes of single-syllable spoken words.
RF.K.2d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
RF.K.2e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RF.K.2f	Blend two to three phonemes into recognizable words. CA
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.1.2a	Distinguish long from short vowel sounds in spoken single-syllable words.
RF.1.2b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
RF.1.2c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
RF.1.2d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
Phonics and Word Recognition	
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
RF.K.3a	Demonstrate basic knowledge of one-to-on letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.

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Grade 2 Intervention: Foundational Standards Taught

RF.K.3b	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. (Identify which letters represent the five major vowels [Aa, Ee, Ii, Oo, and Uu] and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the grade 1 phonics standards.) CA
RF.K.3c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
RF.K.3d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
RF.1.3a	Know the spelling-sound correspondences for common consonant digraphs.
RF.1.3b	Decode regularly spelled one-syllable words.
RF.1.3c	Know final -e and common vowel team conventions for representing long vowel sounds.
RF.1.3d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
RF.1.3e	Decode two-syllable words following basic patterns by breaking the words into syllables.
RF.1.3f	Read words with inflectional endings.
RF.1.3g	Recognize and read grade-appropriate irregularly spelled words.
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
RF.2.3a	Distinguish long and short vowels when reading regularly spelled one-syllable words.
RF.2.3b	Know spelling-sound correspondences for additional common vowel teams.
RF.2.3c	Decode regularly spelled two-syllable words with long vowels.
RF.2.3d	Decode words with common prefixes and suffixes.
RF.2.3e	Identify words with inconsistent but common spelling-sound correspondences.
RF.2.3f	Recognize and read grade-appropriate irregularly spelled words.
Fluency	
RF.K.4	Read emergent-reader texts with purpose and understanding.
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
RF.1.4a	Read on-level text with purpose and understanding.
RF.1.4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.1.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
RF.2.4a	Read grade-level text with purpose and understanding.

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Grade 2 Intervention: Foundational Standards Taught

RF.2.4b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.2.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Grade 3 Intervention: Foundational Standards Taught

Print Concepts	
RF.K.1	Demonstrate understanding of the organization and basic features of print.
RF.K.1a	Follow words from left to right, top to bottom, and page by page.
RF.K.1b	Recognize that spoken words are represented in written language by specific sequences of letters.
RF.K.1c	Understand that words are separated by spaces in print.
RF.K.1d	Recognize and name all upper- and lowercase letters of the alphabet.
RF.1.1	Demonstrate understanding of the organization and basic features of print.
RF.1.1a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
Phonological Awareness	
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.K.2a	Recognize and produce rhyming words.
RF.K.2b	Count, pronounce, blend, and segment syllables in spoken words.
RF.K.2c	Blend and segment onsets and rimes of single-syllable spoken words.
RF.K.2d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
RF.K.2e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RF.K.2f	Blend two to three phonemes into recognizable words. CA
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.1.2a	Distinguish long from short vowel sounds in spoken single-syllable words.
RF.1.2b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
RF.1.2c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
RF.1.2d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
Phonics and Word Recognition	
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
RF.K.3a	Demonstrate basic knowledge of one-to-on letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.

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Grade 3 Intervention: Foundational Standards Taught

RF.K.3b	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. (Identify which letters represent the five major vowels [Aa, Ee, Ii, Oo, and Uu] and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the grade 1 phonics standards.) CA
RF.K.3c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
RF.K.3d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
RF.1.3a	Know the spelling-sound correspondences for common consonant digraphs.
RF.1.3b	Decode regularly spelled one-syllable words.
RF.1.3c	Know final -e and common vowel team conventions for representing long vowel sounds.
RF.1.3d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
RF.1.3e	Decode two-syllable words following basic patterns by breaking the words into syllables.
RF.1.3f	Read words with inflectional endings.
RF.1.3g	Recognize and read grade-appropriate irregularly spelled words.
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
RF.2.3a	Distinguish long and short vowels when reading regularly spelled one-syllable words.
RF.2.3b	Know spelling-sound correspondences for additional common vowel teams.
RF.2.3c	Decode regularly spelled two-syllable words with long vowels.
RF.2.3d	Decode words with common prefixes and suffixes.
RF.2.3e	Identify words with inconsistent but common spelling-sound correspondences.
RF.2.3f	Recognize and read grade-appropriate irregularly spelled words.
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
RF.3.3a	Identify and know the meaning of the most common prefixes and derivational suffixes.
RF.3.3b	Decode words with common Latin suffixes.
RF.3.3c	Decode multisyllable words.
RF.3.3d	Read grade-appropriate irregularly spelled words.
Fluency	
RF.K.4	Read emergent-reader texts with purpose and understanding.
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.

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Grade 3 Intervention: Foundational Standards Taught

RF.1.4a	Read on-level text with purpose and understanding.
RF.1.4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.1.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
RF.2.4a	Read grade-level text with purpose and understanding.
RF.2.4b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.2.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
RF.3.4a	Read grade-level text with purpose and understanding.
RF.3.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.3.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Grades 4–6 Intervention: Foundational Standards Taught

Print Concepts	
RF.K.1	Demonstrate understanding of the organization and basic features of print.
RF.K.1a	Follow words from left to right, top to bottom, and page by page.
RF.K.1b	Recognize that spoken words are represented in written language by specific sequences of letters.
RF.K.1c	Understand that words are separated by spaces in print.
RF.K.1d	Recognize and name all upper- and lowercase letters of the alphabet.
RF.1.1	Demonstrate understanding of the organization and basic features of print.
RF.1.1a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
Phonological Awareness	
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.K.2a	Recognize and produce rhyming words.
RF.K.2b	Count, pronounce, blend, and segment syllables in spoken words.
RF.K.2c	Blend and segment onsets and rimes of single-syllable spoken words.
RF.K.2d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
RF.K.2e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RF.K.2f	Blend two to three phonemes into recognizable words. CA
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.1.2a	Distinguish long from short vowel sounds in spoken single-syllable words.
RF.1.2b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
RF.1.2c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
RF.1.2d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
Phonics and Word Recognition	
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
RF.K.3a	Demonstrate basic knowledge of one-to-on letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.
RF.K.3b	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. (Identify which letters represent the five major vowels [Aa, Ee, Ii, Oo, and Uu] and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the grade 1 phonics standards.) CA

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Grades 4–6 Intervention: Foundational Standards Taught

RF.K.3c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
RF.K.3d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
RF.1.3a	Know the spelling-sound correspondences for common consonant digraphs.
RF.1.3b	Decode regularly spelled one-syllable words.
RF.1.3c	Know final -e and common vowel team conventions for representing long vowel sounds.
RF.1.3d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
RF.1.3e	Decode two-syllable words following basic patterns by breaking the words into syllables.
RF.1.3f	Read words with inflectional endings.
RF.1.3g	Recognize and read grade-appropriate irregularly spelled words.
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
RF.2.3a	Distinguish long and short vowels when reading regularly spelled one-syllable words.
RF.2.3b	Know spelling-sound correspondences for additional common vowel teams.
RF.2.3c	Decode regularly spelled two-syllable words with long vowels.
RF.2.3d	Decode words with common prefixes and suffixes.
RF.2.3e	Identify words with inconsistent but common spelling-sound correspondences.
RF.2.3f	Recognize and read grade-appropriate irregularly spelled words.
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
RF.3.3a	Identify and know the meaning of the most common prefixes and derivational suffixes.
RF.3.3b	Decode words with common Latin suffixes.
RF.3.3c	Decode multisyllable words.
RF.3.3d	Read grade-appropriate irregularly spelled words.
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.4.3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.5.3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

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Grades 4–6 Intervention: Foundational Standards Taught

Fluency	
RF.K.4	Read emergent-reader texts with purpose and understanding.
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
RF.1.4a	Read on-level text with purpose and understanding.
RF.1.4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.1.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
RF.2.4a	Read grade-level text with purpose and understanding.
RF.2.4b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.2.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
RF.3.4a	Read grade-level text with purpose and understanding.
RF.3.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.3.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
RF.4.4a	Read grade-level text with purpose and understanding.
RF.4.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.4.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
RF.5.4a	Read grade-level text with purpose and understanding.
RF.5.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.5.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Benchmark *Advance* Writing Aligned to Common Core Expectations

<table>
<tr><th>Grade</th><th>Unit 1</th><th>Unit 2</th><th>Unit 3</th><th>Unit 4</th><th>Unit 5</th><th>Unit 6</th><th>Unit 7</th><th>Unit 8</th><th>Unit 9</th><th>Unit 10</th></tr>
<tr><td>K/1</td><td colspan="9">Daily shared/interactive writing mini-lessons support all modes of writing in every unit.
The shared writing experiences are extended into independent writing opportunities.
Teacher and students compose informational, opinion, and narrative texts based on the unit topic and unit selections.
Shared writing experiences support:
• concepts about print
• high-frequency word knowledge
• phonics skills
• language conventions

Group/Modeled Process Writing Mini-Lessons
Students and teacher collaborate to take one piece of writing in each unit through the complete process writing stages:
Week 2: Plan and Draft
Week 3: Revise and Edit (with optional publishing ideas)

Benchmark Advance Language Mini-Lesson Handbooks for K and Grade 1 provide an online bank of explicit lessons and activity pages to support language skills based on teacher's observations of students' shared and independent writing.</td></tr>
<tr><td>2</td><td colspan="2">Write to ONE Source*
One writing mode per week:
• Narrative
• Informative/Explanatory
• Opinion
Writing process mini-lessons support student writing.</td><td>Learn Research Skills
Students learn to gather and organize information from print and online resources.</td><td colspan="3">Write to TWO Sources
One writing mode per week:
• Narrative
• Informative/Explanatory
• Opinion
Writing process mini-lessons support student writing.</td><td>Class Research Project
Informative/Explanatory Writing Product</td><td>Class Research Project
Narrative Writing Product</td><td>Class Research Project
Opinion Writing Product</td></tr>
<tr><td>3
4
5
6</td><td colspan="2">Write to ONE Source*
One writing mode per week:
• Narrative
• Informative/Explanatory
• Opinion/Argument (Gr 6)
Writing process mini-lessons support student writing</td><td>Learn Research Skills
Students formulate guiding questions based on the unit topic and conduct research with print and online resources.</td><td colspan="2">Write to TWO Sources
One writing mode per week:
• Narrative
• Informative/Explanatory
• Opinion/Argument (Gr. 6)
Writing process mini-lessons support student writing</td><td>Learn Research Skills
Students formulate guiding questions based on the unit topic and conduct research with print and online resources.</td><td>Write to TWO OR MORE Sources
One writing mode per week:
• Narrative
• Informative/Explanatory
• Opinion/Argument (Gr. 6)
Writing process mini-lessons support student writing</td><td colspan="3">Conduct Independent/Peer Research
In each unit, students research to write in a different mode: narrative, informative/explanatory, and opinion/argument. Daily research and writing process mini-lessons support students' independent work.</td></tr>
<tr><td>K–6</td><td colspan="9">Integrated ELD Differentiated Support and Designated ELD Mini-Lessons for Effective Oral and Written Expression
Throughout each unit at each grade level, integrated ELD strategies and designated ELD mini-lessons support the language demands of specific writing task. Teachers explicitly address English language conventions and text structure and cohesion, and they guide students to make language choices, modify and connect ideas, and adapt language choices based on audience and purpose.</td></tr>
<tr><th>Grade</th><th>Unit 1</th><th>Unit 2</th><th>Unit 3</th><th>Unit 4</th><th>Unit 5</th><th>Unit 6</th><th>Unit 7</th><th>Unit 8</th><th>Unit 9</th><th>Unit 10</th></tr>
</table>

Benchmark Advance Writing and Language Handbooks for Grades K–6, available online, provide a three-week opinion/argument writing process unit per grade, writing to sources mini-lessons, and a bank of explicit lessons and activity pages to support language skills. These resources can be used as needed during whole-group, small-group, and intervention lessons.

GRADE K

Benchmark ADVANCE

Instructional Planner – Full-Day Kindergarten (90-120 minutes)

	Literacy Block Component	Minutes	Instructional Goals	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Whole Group	**Interactive Read-Aloud**	10	Model Habits of Good Readers Using Authentic Literature	Select daily **Read-Alouds** to model the unit reading habit (Read-Aloud Handbook or trade book).				
Whole Group	**Shared Reading**	10	Build Print Concepts, Phonological Awareness, Phonics, Fluency, and Habits of Good Readers in Context	**Shared Reading 1** introduced and read to children	**Shared Reading 1** reread to and with children	**Shared Reading 2** introduced and read to children	**Shared Reading 2** reread to and with children	Review either **Shared Reading 1** or **2**.
Whole Group	**Reading Mini-Lessons**	10–15 per mini-lesson[1]	Develop Comprehension, Vocabulary and Oral Language	• Week 1: Read and reread **Mentor Read-Alouds 1** and **2** to model strategies and build knowledge to access complex text. • Weeks 2 and 3: Read one **Extended Read** (Big Book) per week to practice strategies.				Read previously read **Mentor Read-Aloud** and **Extended Reads** (Big Books) to compare/contrast across texts.
Small Group & Independent	**Differentiated Instruction**	10–15 per group[2]	Practice and Apply Skills and Strategies from Whole-Group Instruction	• Choose **Leveled Texts**. Use the individual **Teacher's Guide**. Texts may be read over 1 or 2 days. • Week 3 Option: **Reader's Theater Scripts** and 5-day **Reader's Theater Handbook** lessons				
Small Group & Independent	**Intervention**		Reteach to Close Foundational Skills Gap	• Targeted mini-lessons for struggling readers in **Foundational Intervention Resources**				
Small Group & Independent	**English Language Development**	30 min or per district guidelines[3]	Build Language Modes and Processes to Support Grade-Level Literacy Instruction	• Daily lessons in **ELD Teacher's Resource System**. Students read **Texts for English Language Development**.				
Whole Group & Independent	**Writing & Language Mini-Lessons**	10–15	Develop Process Writing, Reader Response Writing, and Language Skills in Context	Daily instruction in **Teacher's Resource System**				
Whole Group & Independent	**Phonics & Vocabulary Mini-Lessons**	15–20	Teach Explicit, Systematic Phonological Awareness, Phonics, and Word Recognition, and Build Fluency	Daily instruction in **Teacher's Resource System**: Introduce and practice new phonics skill, high-frequency words, and spelling words for the week using provided **Phonics Tools**.			Practice phonics and high-frequency words in context using **Decodable Readers**.	Review and assess targeted phonics and high-frequency word skills.
	Assessment		Use Formal and Informal Assessments of Skills Taught in Context and in Isolation	• Weeks 1–2: **Weekly Assessment** • Week 3: **Unit Assessment** • **Pre-** and **Interim Assessments** after Units 3 and 6 • Multiple formative assessment opportunities provided across all weeks • End-of-year **Post-Assessment**				

[1] Certain days include 2 reading mini-lessons
[2] Recommendation: 2 or more small groups per day
[3] Designated ELD in not included in the total literacy block minutes

GRADE K

Benchmark ADVANCE

Instructional Planner – Half-Day Kindergarten (70-90 minutes)

	Literacy Block Component	Minutes	Instructional Goals	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Whole Group	**Shared Reading/ Interactive Read-Aloud**	10	Build Foundational Skills and Model Habits of Good Readers using Authentic Literature	**Shared Reading 1** introduced and read to children	**Shared Reading 1** reread to and with children	Select daily read-alouds to model the unit reading habit (**Read-Aloud Handbook** or tradebook)		
	Reading Mini-Lessons	10–15 per mini-lesson[1]	Develop Comprehension, Vocabulary and Oral Language	• Week 1: Read and reread **Mentor Read-Alouds 1** and **2** to model strategies and build knowledge to access complex text. • Weeks 2 and 3: Read one **Extended Read** (Big Book) per week to practice strategies.				Read previously read **Mentor Read-Aloud** and **Extended Reads** (Big Books) to compare/contrast across texts.
Small Group & Independent	**Differentiated Instruction**	10 per group[2]	Practice and Apply Skills and Strategies from Whole-Group Instruction	• Choose **Leveled Texts**. Use the individual **Teacher's Guide**. Texts may be read over 1 or 2 days. • Week 3 Option: **Reader's Theater Scripts** and 5-day **Reader's Theater Handbook** lessons				
	Intervention		Reteach to Close Foundational Skills Gap	• Targeted mini-lessons for struggling readers in **Foundational Intervention Resources**				
	English Language Development	30 min or per district guidelines[3]	Build Language Modes and Processes to Support Grade-Level Literacy Instruction	• Daily lessons in **ELD Teacher's Resource System**. Students read **Texts for English Language Development**.				
Whole Group & Independent	**Writing & Language Mini-Lessons**	10–15	Develop Process Writing, Reader Response Writing, and Language Skills in Context	Daily instruction in **Teacher's Resource System**				
	Phonics & Vocabulary Mini-Lessons	15–20	Teach Explicit, Systematic Phonological Awareness, Phonics, and Word Recognition, and Build Fluency	Daily instruction in **Teacher's Resource System**: Introduce and practice new phonics skill, high-frequency words, and spelling words for the week using provided **Phonics Tools**.			Practice phonics and high-frequency words in context using **Decodable Readers**.	Review and assess targeted phonics and high-frequency word skills.
	Assessment		Use Formal and Informal Assessments of Skills Taught in Context and in Isolation	• Weeks 1–2: **Weekly Assessment** • Week 3: **Unit Assessment** • **Pre-** and **Interim Assessments** after Units 3 and 6 • Multiple formative assessment opportunities provided across all weeks • End-of-year **Post-Assessment**				

[1] Certain days include 2 reading mini-lessons

[2] Recommendation: 2 or more small groups per day

[3] Designated ELD in not included in the total literacy block minutes

GRADE K

Benchmark ADVANCE

Instructional Planner
Alternative Half-Day Kindergarten for Shorter Literacy Blocks (60-75 minutes)

	Literacy Block Component	Minutes	Instructional Goals	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Whole Group	**Shared Reading/ Interactive Read-Aloud**	10	Build Foundational Skills and Model Habits of Good Readers using Authentic Literature	**Shared Reading 1** introduced and read to children	**Shared Reading 1** reread to and with children	Select daily read-alouds to model the unit reading habit (**Read-Aloud Handbook** or tradebook)		
	Reading Mini-Lessons	10 per mini-lesson[1]	Develop Comprehension, Vocabulary and Oral Language	• Week 1: Read and reread **Mentor Read-Alouds 1** and **2** to model strategies and build knowledge to access complex text. • Weeks 2 and 3: Read one **Extended Read** (Big Book) per week to practice strategies. ***Tips to streamline lessons:*** *Eliminate or move "Show Your Knowledge" activities to independent time. Move directly to guided practice if students are ready.*				Read previously read **Mentor Read-Aloud** and **Extended Reads** (Big Books) to compare/contrast across texts.
Small Group & Independent	**Differentiated Instruction**	10 per group[2]	Practice and Apply Skills and Strategies from Whole-Group Instruction	• Choose **Leveled Texts**. Use the individual **Teacher's Guide**. Texts may be read over 1 or 2 days. • Week 3 Option: **Reader's Theater Scripts** and 5-day **Reader's Theater Handbook** lessons				
	Intervention		Reteach to Close Foundational Skills Gap	• Targeted mini-lessons for struggling readers in **Foundational Intervention Resources**				
	English Language Development	30 min or per district guidelines[3]	Build Language Modes and Processes to Support Grade-Level Literacy Instruction	• Daily lessons in **ELD Teacher's Resource System**. Students read **Texts for English Language Development**.				
Whole Group & Independent	**Writing & Language Mini-Lessons**	10	Develop Process Writing, Reader Response Writing, and Language Skills in Context	Daily instruction in **Teacher's Resource System**: *Reading mini-lessons integrate reading and writing. You may choose to conduct writing mini-lessons on certain days and not on others.*				
	Phonics & Vocabulary Mini-Lessons	15	Teach Explicit, Systematic Phonological Awareness, Phonics, and Word Recognition, and Build Fluency	Daily instruction in **Teacher's Resource System**: Introduce and practice new phonics skill, high-frequency words, and spelling words for the week using provided **Phonics Tools**.			Practice phonics and high-frequency words in context using **Decodable Readers**.	Review and assess targeted phonics and high-frequency word skills.
	Assessment		Use Formal and Informal Assessments of Skills Taught in Context and in Isolation	• Weeks 1–2: **Weekly Assessment** • Week 3: **Unit Assessment** • **Pre-** and **Interim Assessments** after Units 3 and 6 • Multiple formative assessment opportunities provided across all weeks • End-of-year **Post-Assessment**				

[1] Certain days include 2 reading mini-lessons
[2] Recommendation: 2 or more small groups per day
[3] Designated ELD in not included in the total literacy block minutes

Benchmark Advance Grade K
Whole Group Text Evidence Questions Correlations

Unit	Week	TRS* Page	Text-Evidence Question	DOK Level	DOK Verb	Grade K Standard
1	2	60	How does the small photo of the students on page 6 help you understand how they are using rules?	4	Connect, Analyze	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
1	2	61	How do the two small photos of the students on page 8 help you understand how rules keep you safe?	4	Connect, Analyze	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
1	2	61	How does the photo on page 12 help you understand how students take care of their school?	4	Connect, Analyze	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
2	2	166	How does Papa Bear feel on page 16? How does Mama Bear feel on page 16? How does Baby Bear feel on page 16?	2	Infer	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
2	2	167	How does Goldilocks feel at the end of the story? What are the three bears thinking at the end of the story?	2	Infer, Summarize	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
2	2	174	What major events happen to Goldilocks and the three bears at the beginning of the story? What major events happen to Goldilocks and the three bears in the middle of the story?	1	Identify	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
2	2	175	What major events happen in Goldilocks and the Three Bears at the end of the story?	1	Identify	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
2	2	180	What tells you that Goldilocks and the Three Bears is a fantasy? How do you know Goldilocks and the Three Bears is a fantasy?	3	Cite Evidence, Draw Conclusions	RL.K.1 With prompting and support, ask and answer questions about key details in a text. RL.K.5 Recognize common types of texts
2	2	181	What tells you that Goldilocks and the Three Bears is a fantasy?	3	Cite Evidence, Draw Conclusions	RL.K.1 With prompting and support, ask and answer questions about key details in a text. RL.K.5 Recognize common types of texts
2	3	204	Who are the important characters in the story? What is the setting? What major events happened to the hen at beginning of the story?	2	Identify, Summarize	RL.K.2 With prompting and support, retell familiar stories, including key details. RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
2	3	205	What important events happened to the hen in the middle of the story?	2	Identify, Summarize	RL.K.2 With prompting and support, retell familiar stories, including key details. RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
2	3	211	Why does the Little Red Hen repeat, “Then I will do it myself”?	2	Infer	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
2	3	211	Is the little Red Hen proud of her bread on page 13?	2	Infer	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
3	2	60	How does the photo of the sunlight and the plants match the text on page 8?	4	Connect, Analyze	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
3	2	60	How does the photo and the enlarged photo of the plant and sun match the text on page 9?	4	Connect, Analyze	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear

*Teacher’s Resource System (TRS)

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Benchmark Advance Grade K
Whole Group Text Evidence Questions Correlations

Unit	Week	TRS* Page	Text-Evidence Question	DOK Level
3	2	61	How does the enlarged photo of the cactus help you match the text on page 10?	4
4	2	166	Who are the important characters in the story? What is the setting in the story?	1
4	2	167	What is a major event in the middle of the story?	1
4	2	174	Who is the author of *Who's in the Shed*? Who is the illustrator *Who's in the Shed*?	1
4	2	174	What event in the story did the illustrator draw on pages 2 and 3?	1
4	2	175	What did the illustrator show that the author did not tell you on pages 2 and 3?	2
4	2	180	What prediction can you make about the characters and their feelings based on the cover illustration? What part of the text allows you to confirm or revise the prediction?	2
4	2	181	What prediction can you make about what is in the shed based on the illustration and text on pages 2 and 3?	2
4	2	181	What part of the text allows you to confirm or revise the prediction about what is in the shed?	2
4	3	204	What is the setting in the story? Who are the important characters in the story?	1
4	3	205	What is a major event in the middle of the story?	1
4	3	211	What event in the story did the illustrator draw on pages 6 and 7?	1
4	3	211	What did the illustrator show that the author did not tell you on page 24?	2
5	2	60	How does the information about the crank phone at the bottom of page 6 connect to the photo?	4
5	2	61	How does the information about the icebox, at the bottom of page 8 connect to the photo?	4
5	2	61	How does the information on page 12 connect to the photos?	4

*Teacher's Resource System (TRS)

DOK Verb	Grade K Standard
Connect, Analyze	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
Identify	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
Identify	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
Name	RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
Identify, Draw	RL.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
Show, Interpret	RL.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
Predict, Modify	RL.K.10a Activate prior knowledge related to the information and events in texts. RL.K.10b Use illustrations and context to make predictions about text.
Predict	RL.K.10a Activate prior knowledge related to the information and events in texts. RL.K.10b Use illustrations and context to make predictions about text.
Predict, Modify	RL.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear RL.K.10b Use illustrations and context to make predictions about text.
Identify	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
Identify	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
Identify, Draw	RL.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
Show, Interpret	RL.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
Connect, Analyze	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
Connect, Analyze	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
Connect, Analyze	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

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Benchmark Advance Grade K
Whole Group Text Evidence Questions Correlations

Unit	Week	TRS* Page	Text-Evidence Question	DOK Level	DOK Verb	Grade K Standard
5	2	66	What reason on page 7 does the author give to show that technology makes our lives better today?	3	Cite Evidence	RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.
5	2	66	What reason on page 9 does the author give to show that technology makes our lives better today?	3	Cite Evidence	RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.
5	2	67	What reason on page 13 does the author give to show that technology makes our lives better today?	3	Cite Evidence	RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.
6	2	166	What happens to the first little pig's house of straw? Why?	2	Summarize	RL.K.1 With prompting and support, ask and answer questions about key details in a text. RL.K.2 With prompting and support, retell familiar stories, including key details.
6	2	166	What happens to the second little pig's house of sticks? Why?	2	Summarize	RL.K.1 With prompting and support, ask and answer questions about key details in a text. RL.K.2 With prompting and support, retell familiar stories, including key details.
6	2	167	What happens to the third little pig's house of bricks? Why?	2	Summarize	RL.K.1 With prompting and support, ask and answer questions about key details in a text. RL.K.2 With prompting and support, retell familiar stories, including key details.
6	2	174	How do the illustrations on pages 3 and 4 help you understand how the pigs are building their house?	4	Analyze	RL.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
6	2	174	How does the illustration on page 16 help you understand what the big bad wolf is doing?	4	Analyze	RL.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
6	2	175	How do the illustrations on pages 21 and 22 help you understand what is happening to the big bad wolf?	4	Analyze	RL.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
6	2	180	What can you learn about the first pig and the second pig on page 3?	2	Infer	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
6	2	180	What can you learn about the third pig on page 4?	2	Infer	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
6	2	181	What can you learn about each little pig on pages 11 and 12?	2	Infer	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
6	3	204	Why are the villagers angry with the shepherd boy?	2	Summarize	RL.K.2 With prompting and support, retell familiar stories, including key details.
6	3	204	Why are the villagers very, very angry with the shepherd boy?	2	Summarize	RL.K.2 With prompting and support, retell familiar stories, including key details.
6	3	205	Why don't the villagers come when the shepherd boy yells that a wolf is chasing the sheep?	2	Summarize	RL.K.2 With prompting and support, retell familiar stories, including key details.
6	3	211	What happens to the shepherd boy at the beginning of the story?	1	Identify	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

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Benchmark Advance Grade K
Whole Group Text Evidence Questions Correlations

Unit	Week	TRS* Page	Text-Evidence Question	DOK Level	DOK Verb	Grade K Standard
6	3	211	What events happen in the middle of the story?	1	Identify	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
7	2	52	Why do we celebrate Dr. King? Why do we celebrate George Washington?	2	Cause/Effect	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
7	2	53	Why do we celebrate Abraham Lincoln?	2	Cause/Effect	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
7	2	60	How does the time line at the bottom of page 6 help you understand when we celebrate holidays?	4	Connect, Analyze	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
7	2	60	How do the photos and the calendar time line on pages 14 and 15 help you understand then we celebrate different people and holidays?	4	Connect, Analyze	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
7	2	61	How does the illustration of George Washington and calendar time line at the bottom of page 8 help you understand what famous person we celebrate in February?	4	Connect, Analyze	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
7	2	66	What reason does the author give to show that Martin Luther King Jr. is important?	3	Cite Evidence	RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.
7	2	66	What reason does the author give to show that George Washington is important?	3	Cite Evidence	RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.
7	2	67	What reason does the author give to show that Abraham Lincoln is important?	3	Cite Evidence	RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.
7	3	90	What reason does the author give for the best way to celebrate Earth Day?	3	Cite Evidence	RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.
7	3	90	What reason does the author give for the best way to celebrate Independence Day?	3	Cite Evidence	RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.
7	3	91	What reason does the author give for the best way to celebrate Veterans Day?	3	Cite Evidence	RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.
7	3	97	Look at the photo of the boy planting the tree. What information in the text does the photo support?	4	Analyze, Connect	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
7	3	97	Look at the photo of the family. What information in the text does the photo support?	4	Analyze, Connect	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
8	2	166	Looking at the weather photos on pages 6 and 7 what is the main topic and what key details tell about it in Chapter 1?	3	Cite Evidence	RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
8	2	166	Looking at the weather photos on pages 10 and 11 what is the main topic and what key details tell about it in Chapter 3?	3	Cite Evidence	RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
8	2	167	Looking at the weather photos on pages 12 and 13 what is the main topic and what key details tell about it in Chapter 4?	3	Cite Evidence	RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

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Benchmark Advance Grade K
Whole Group Text Evidence Questions Correlations

Unit	Week	TRS* Page	Text-Evidence Question	DOK Level	DOK Verb	Grade K Standard
8	2	174	How do the photos on page 6 help you understand why people like to do things outside in summer?	4	Connect	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
8	2	175	Why do people wear pants and long sleeves in the fall?	2	Cause/Effect	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
8	2	175	Why do people wear warm clothing in the winter?	2	Cause/Effect	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
8	2	180	How does the author use the seasonal images to connect pieces of information on pages 4 and 5?	4	Connect	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
8	2	180	Why do people swim in summer but not in winter?	2	Cause/Effect	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
8	2	181	What is the connection between temperature and the clothes people wear?	4	Connect	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
8	3	204	Who are the characters? What is the setting?	1	Identify	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
8	3	204	What is an important event in the story “One Snowy Day”?	1	Identify	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
8	3	205	What is another important event in the story?	1	Identify	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
8	3	211	What important weather event happens at the beginning of the story?	2	Summarize	RL.K.2 With prompting and support, retell familiar stories, including key details.
8	3	211	What is an important event that happens in the middle of the story?	2	Summarize	RL.K.2 With prompting and support, retell familiar stories, including key details.
9	2	52	How do the photos of food, clothes, computers and games help us understand how needs and wants are alike?	3	Compare	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
9	2	52	How do the photos help us understand how needs and want are different?	3	Differentiate	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
9	2	53	How is the need of food different from the want of a pet?	3	Differentiate	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
9	2	60	How does the photo of the family picnic relate to the text on page 6?	2	Relate	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
9	2	60	How do the photos go along with the text on pages 8 and 9?	2	Relate	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
9	2	61	How do the photos go along with the text on page 10?	2	Relate	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
9	2	66	Why are there labels under the photos of the needs and wants on pages 4 and 5?	3	Draw Conclusions	RI.K.1 With prompting and support, ask and answer questions about key details in a text.

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Benchmark Advance Grade K
Whole Group Text Evidence Questions Correlations

Unit	Week	TRS* Page	Text-Evidence Question	DOK Level
9	2	66	Why are there labels under the needs photos on page 14?	3
9	2	67	Why are there labels under the wants photos on page 15?	3
9	3	90	What is the problem in the story that the children have to solve?	1
9	3	90	What solution does Dad have to the problem?	1
9	3	91	What solution do the children have to the problem?	1
9	3	97	On page 7, what do the children's actions show about them?	2
9	3	97	On page 13, what does the children's action show about them?	2
10	2	166	What is the cause and effect relationship from the text about the sled on page 4?	2
10	2	166	What is the cause and effect relationship in the caption regarding forces on page 7?	2
10	2	167	What is the cause and effect relationship in the text about riding a sled on page 13?	2
10	2	174	How do the images on pages 6 and 7 help you answer the question on page 7—"What forces can you see on these pages?"	4
10	2	174	How does the image on page 8 help you understand how objects move?	4
10	2	175	How does the picture of the windmill on page 9 help you understand the text?	4
10	3	211	How do the images on pages 10 and 11 help you answer the question about the path the objects are taking?	4
10	3	211	How do the images on pages 10 and 11 help you answer the question about what direction the objects are moving?	4

*Teacher's Resource System (TRS)

DOK Verb	Grade K Standard
Draw Conclusions	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
Draw Conclusions	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
Identify	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
Identify	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
Identify	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
Infer	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
Infer	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
Cause/Effect	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
Cause/Effect	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
Cause/Effect	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
Connect, Analyze	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
Connect, Analyze	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
Connect, Analyze	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
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Small Group Text Evidence Question Cards Correlations

Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 6 Standard(s)
		Letter	Number	Lexile				
1	I Follow Rules at School	A	1	BR	Look at the picture on the title page. What are the students doing?	2	Interpret	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
					Look at the picture on page 5. What should you do if the crossing guard holds up that sign to you?	3	Assess	RI.K.1 With prompting and support, ask and answer questions about key details in a text. RI.K.10a Activate prior knowledge related to the information and events in texts.
					What rule are the students following on pages 6 and 7?	2	Interpret	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
					Look at pages 8 and 9. What is the meaning of *listening?*	1	Define	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					Look at the picture on page 11. When you look at this picture, can you tell where the students are?	2	Interpret	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
					Look at pages 12 and 13. What is the meaning of *sweeping?*	1	Define	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					Look at page 16. What is the boy "giving"?	1	Identify	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					List the ways students were following rules inside the classroom in this book.	1	List	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
1	Good Citizens Can Help	A	1	BR	Look at pages 4 and 5. How is the boy helping?	2	Infer	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					Look at page 6. What is the meaning of *sweep?*	1	Define	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					Look at pages 10 and 11. How is the girl helping?	2	Infer	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					Look at pages 12 and 13. How are the people being good citizens?	2	Infer	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					Look at pages 14 and 15. Which word tells you how the people are helping?	1	Identify	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					What is the meaning of *citizens?*	1	Define	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					List the things in the book that good citizens do to keep their community neat and clean.	1	List	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					What was the main topic of this book?	2	Infer	RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

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		Letter	Number	Lexile				
1	My Backpack	A	1	BR	What is a backpack?	1	Define	RL.K.4 Ask and answer questions about unknown words in a text.
					What does the boy do with the pencils?	1	Identify	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					What kinds of writing tools does the boy put in his backpack?	1	List	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					What does the word *markers* mean in this book?	1	Define	RL.K.4 Ask and answer questions about unknown words in a text.
					What color is the boy's backpack?	1	Identify	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					What kind of juice does the boy put in his backpack?	1	Identify	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					What does the boy do with the grapes after he puts them in his backpack?	1	Identify	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					What is the last thing the boy puts in his backpack?	1	Identify	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
1	My Book	A	1	BR	What is a class?	1	Define	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					What is a house?	1	Define	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					What kind of animal does the boy draw in his book?	2	Interpret	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
					What does the boy show real photographs of?	1	Identify	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
					What does the boy add beside the drawings in his book?	1	Identify	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					How does the boy make the paper into a book?	2	Infer	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
					What is this text about?	2	Infer	RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
					Why does the boy make a book?	2	Infer	RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.

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		Letter	Number	Lexile				
1	Playing Sports	B	2	BR	Look at pages 6 and 7. What does the boy wear to stay safe when playing football?	2	Interpret	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
					Look at pages 8 and 9. How would you describe the tennis ball?	1	Describe	RI.K.1 With prompting and support, ask and answer questions about key details in a text. RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
					What is hockey?	1	Define	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					What is skiing?	1	Define	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					Which sports in the book use a ball?	1	List	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
					In which sports do players need to wear helmets?	1	List	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
					Look at page 16. What can you conclude about being in a wheelchair?	3	Draw Conclusions	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.K.10b Use illustrations and context to make predictions about text.
					Which sports do the people in the book like?	2	Infer, List	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
1	Day Camp	B	2	BR	What are two ways to find out what time the children do each activity?	4	Analyze	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					Look at pages 8 and 9. What is the meaning of *ride?*	1	Define	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					At what time do the children eat?	1	Identify	RI.K.10b Use illustrations and context to make predictions about text.
					Look at page 13. How would you describe what the girls are painting?	2	Interpret, Describe	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
					Look at pages 14 and 15. What is the meaning of *dance?*	2	Use Context Clues	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					Where is the small hand of a clock at 3:00?	4	Apply Concepts	RI.K.10b Use illustrations and context to make predictions about text.
					What activities do the children do at day camp?	1	List	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					How do the children in the book feel about day camp?	2	Infer	RI.K.1 With prompting and support, ask and answer questions about key details in a text.

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		Letter	Number	Lexile				
1	Eating Well	B	2	70L	What colors are grapes?	1	Identify	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					Look at pages 6 and 7. What is cereal made of?	1	Identify	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					Which item uses the most different foods?	1	Identify	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					Look at page 12. What is the meaning of *crackers*?	2	Use Context Clues	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					Where do we get oranges?	1	Identify	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					What is happening in the photograph on page 16?	2	Interpret	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
					Look at page 16. What is the meaning of *good*?	2	Use Context Clues	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
1	Families Have Rules	C	3	30L	Look at the title and the picture on the cover. What is the topic of this book?	2	Infer	RI.K.2 With prompting and support, identify the main topic and retell key details of a text. RI.K.5 Identify the front cover, back cover, and title page of a book.
					Look at the title page. Can you tell what the family rule is according to the illustration?	2	Interpret	RI.K.10b Use illustrations and context to make predictions about text.
					Look at pages 6 and 7. What does "make your bed" mean?	2	Use Context Clues	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					Look at pages 8-9 and 14-15. How are the rules on the pages alike?	2	Relate	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
					Which rules in the book make the family's house neat and clean?	2	Infer	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					Look at pages 12 and 13. What does the word *set* mean?	2	Use Context Clues	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					Look at pages 14 and 15. When you look at the picture, can you tell when the people are brushing their teeth?	2	Interpret	RI.K.10b Use illustrations and context to make predictions about text.
					Describe how the people in all of the pictures are alike.	2	Relate, Describe, Interpret	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear

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Small Group Text Evidence Question Cards Correlations

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		Letter	Number	Lexile				
2	King Midas's Gold	A	1	BR	What is a king?	1	Define	RL.K.4 Ask and answer questions about unknown words in a text.
					Look at the illustration on pages 6 and 7. Do you think King Midas will make all the chairs gold? Why or why not?	4	Analyze, Interpret	RL.K.1 With prompting and support, ask and answer questions about key details in a text. RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear RL.K.10b Use illustrations and context to make predictions about text.
					What is a cup?	1	Define	RL.K.4 Ask and answer questions about unknown words in a text.
					How does King Midas react to gold food?	2	Infer	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					Why does King Midas throw his food on page 14?	2	Infer	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					What things does King Midas make gold?	1	List	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					How do the gold things turn back to normal?	1	Identify	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					What is still gold at the end?	1	Identify	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
2	The Elves and the Shoemaker	A	1	BR	What is the man's job?	1	Identify	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					When do the elves make the shoes?	1	Identify	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					How does the shoemaker feel when he sees the green shoes? Why?	4	Analyze	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					What is gold?	1	Define	RL.K.4 Ask and answer questions about unknown words in a text.
					What are boots?	1	Define	RL.K.4 Ask and answer questions about unknown words in a text.
					What do the elves use to make shoes and boots?	1	Identify	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					How does the shoemaker find out who makes the shoes and boots?	1	Identify	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					Look at the Illustration on page 16. What is different about the shoemaker and his shop?	2	Interpret	RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 6 Standard(s)
		Letter	Number	Lexile				
2	The Enormous Turnip	A	1	BR	Where does this story take place?	2	Infer	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					Look at pages 4 and 5. Where is the turnip growing?	2	Interpret	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					What does the word *pulling* mean in this book?	1	Define	RL.K.4 Ask and answer questions about unknown words in a text.
					What is a pig?	1	Define	RL.K.4 Ask and answer questions about unknown words in a text.
					Look at pages 12 and 13. How does the horse help?	2	Infer	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					Which animal helps pull last?	1	Identify	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					How is the way the people pull different from the way the animals pull?	3	Compare	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					Look at page 16. How do you know the turnip is enormous?	2	Infer	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
2	Peter and the Wolf	A	1	BR	Look at page 4. How does Peter feel as he walks through the woods?	2	Interpret	RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear
					What animals besides the wolf follow Peter?	1	Identify	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					How do the bird, duck, and cat feel about Peter?	2	Infer	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					Look at page 12. What is a wolf?	2	Use Context Clues	RL.K.4 Ask and answer questions about unknown words in a text.
					Look at page 14. What is the meaning of *rope?*	2	Use Context Clues	RL.K.4 Ask and answer questions about unknown words in a text.
					Why does Peter catch the wolf?	2	Infer	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					How does Peter catch the wolf?	2	Infer	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					Who walks in the parade for Peter at the end of the story?	1	Identify	RL.K.1 With prompting and support, ask and answer questions about key details in a text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 6 Standard(s)
		Letter	Number	Lexile				
2	We Fish	B	2	BR	What time does the girl get up?	1	Identify	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					Look at page 5. What is it like outside when the girl and her grandfather go?	2	Interpret	RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear
					Look at pages 6 and 7. What is the meaning of *dig?*	2	Use Context Clues	RL.K.4 Ask and answer questions about unknown words in a text.
					How do the girl and her grandfather get to their fishing spot?	1	Identify	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					Why do you think the girl and her grandfather get up so early to fish?	2	Infer	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					Look at page 13. How do the girl and her grandfather cook the fish?	2	Interpret	RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear
					What is the last thing the girl and her grandfather do?	1	Identify	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					What is the meaning of *fish* in the title and on page 10?	1	Define	RL.K.4 Ask and answer questions about unknown words in a text.
2	Goldilocks and the Three Bears	B	2	50L	When does Goldilocks come to the bears' house? What clues help you make this inference?	2	Infer	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					Which character is telling this story? How do you know?	2	Infer, Identify	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					Look at pages 4 and 5. What does the word *house* mean in this story?	2	Use Context Clues	RL.K.4 Ask and answer questions about unknown words in a text.
					Reread page 10. What clues help you understand the meaning of the word *bowl?*	2	Use Context Clues	RL.K.4 Ask and answer questions about unknown words in a text.
					Look at pages 12 and 13. What's wrong with the chair?	2	Infer	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					What do the bears find when they go to the bedroom?	2	Infer	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					In what order do the bears find all the things that are wrong in their house?	2	Classify, List	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					Which character causes all the problems in *Goldilocks and the Three Bears?*	2	Cause/Effect, Identify	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

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		Letter	Number	Lexile				
2	Tim's Trip	B	2	150L	How does Tim feel about eating nuts?	2	Infer	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					Look at pages 4 and 5. How can you tell that Tim is now in a different place?	2	Interpret	RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear
					What are tomatoes?	1	Define	RL.K.4 Ask and answer questions about unknown words in a text.
					Look at pages 8 and 9. What does Tim do with the bread before he eats it?	2	Infer	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					What does Tim do after he gets bread?	1	Identify	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					What does Tim use to eat fish?	1	Identify	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					Look at page 16. What is the meaning of *food*?	2	Use Context Clues	RL.K.4 Ask and answer questions about unknown words in a text.
					What happens last in the story?	1	Identify	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
2	Jin and Pedro Get to Work!	C	4	330L	What are the boys watching at the beginning of the story?	1	Identify	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					What is the boys' plan?	2	Infer	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					What is the meaning of *work* on page 6?	2	Use Context Clues	RL.K.4 Ask and answer questions about unknown words in a text.
					What does Mr. Hill do after the boys wash his car?	1	Identify	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					What job do the boys do for Mrs. Gomez?	1	Identify	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					What is the meaning of the word *more* on page 14?	2	Use Context Clues	RL.K.4 Ask and answer questions about unknown words in a text.
					What is the last job the boys do?	1	Identify	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					How does the story end?	1	Identify	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

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		Letter	Number	Lexile				
3	Animal Colors	A	1	BR	Look at pages 4 and 5. How are birds alike and different?	3	Compare, Differentiate	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
					Look at pages 8 and 9. How many legs does a frog have?	2	Interpret	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
					Look at page 12. What is the meaning of *snakes*?	1	Define	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
					Look at pages 14 and 15. What are these animals?	2	Interpret	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					What animals are shown in the book?	1	List	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
					What is the meaning of *look* in the book?	1	Define	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					What colors do animals have?	2	Infer	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
3	The Best Things in Nature Are Blue	A	1	BR	Look at page 2. How would you describe the author of the book?	1	Describe	RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
					What blue animals does the author describe?	1	List	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					Look at page 10. Are all fishes blue?	2	Infer	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					Look at pages 12 and 13. What can you figure out about rocks from the words and picture?	2	Interpret	RI.K.1 With prompting and support, ask and answer questions about key details in a text. RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
					Look at page 14. What is a mountain?	1	Define	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					Look at page 16. Why do you think the writer says Earth is blue?	2	Infer	RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.
					Look at the book title. What is the meaning of *nature*?	1	Define	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. RI.K.5 Identify the front cover, back cover, and title page of a book.
					What is the author's main idea?	2	Infer	RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

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Small Group Text Evidence Question Cards Correlations

Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 6 Standard(s)
		Letter	Number	Lexile				
3	My Bird-Watching Journal	A	1	10L	What did Matthew use to help him see birds?	1	Identify	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					What is the first type of bird Matthew sees?	1	Identify	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					What is the weather like when Matthew sees the blue bird?	1	Identify	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					Where does Matthew see the brown bird?	1	Identify	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					How are the white bird and the pink bird alike?	3	Compare	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
					Where is the green bird that Matthew sees on page 16?	1	Identify	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					Look at the book title. What is bird-watching?	1	Define	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. RI.K.5 Identify the front cover, back cover, and title page of a book.
					Look at the book title. What does *journal* mean?	1	Define	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. RI.K.5 Identify the front cover, back cover, and title page of a book.
3	Animal Homes	B	2	BR	Is it warm or cold where the bird lives?	2	Infer	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					What is the dog's home made of?	1	Identify	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					What is a bee?	1	Define	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					Which two animals live in homes built by people?	1	Identify	RI.K.1 With prompting and support, ask and answer questions about key details in a text. RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
					What is a turtle?	1	Define	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					Which animal is green?	1	Identify	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					What colors do the fish and tiger both have?	1	Identify	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					What is this book about?	2	Infer	RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

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		Letter	Number	Lexile				
3	At the Pond	B	2	BR	What is the meaning of *hopping* on page 6?	2	Use Context Clues	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					What does *flying* mean on page 8?	2	Use Context Clues	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					What is the duck doing?	1	Identify	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					What is the squirrel climbing?	1	Identify	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					What is the spider spinning?	1	Identify	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					What animals are in the book?	1	List	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					How are all the animals in the book alike?	3	Compare	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
					What is the boy doing in the text?	2	Infer	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
3	Look at the Animals	C	4	BR	How are the grasshopper and fish alike?	3	Compare	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
					Which animals in the book have a shell?	1	List	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					What does the word *fur* mean?	1	Define	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					How are the polar bear and leopard alike? How are they different?	3	Compare, Differentiate	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
					What does the word *wings* mean?	1	Define	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					What do you learn about the bee from the words and photograph on page 16?	2	Interpret, Infer	RI.K.1 With prompting and support, ask and answer questions about key details in a text. RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
					What animals are in this book?	1	List	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					What is this book mainly about?	2	Infer	RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

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3	Animal Treats	C	4	BR	Where do squirrels get acorns?	2	Infer	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					What does the word *seeds* mean?	1	Define	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					What animal eats sunflower seeds?	1	Identify	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
					How are acorns and leaves alike?	3	Compare	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
					How are the squirrel, bird, and deer alike?	3	Compare	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
					What does the word *web* mean?	1	Define	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					What does the author tell us about spiders?	2	Infer	RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.
					Tell what the animals do to get their food.	2	Infer	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
3	A Plant Has Parts	C	4	30L	Look at the title and the picture on the cover. What is the topic of this book?	2	Infer	RI.K.2 With prompting and support, identify the main topic and retell key details of a text. RI.K.5 Identify the front cover, back cover, and title page of a book.
					Look at page 4. Is there a word that helps you figure out what *see* means?	2	Use Context Clues	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					Look at pages 6 and 7. Which words tell you how roots of different plants are different?	2	Use Context Clues	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					Look at pages 8 and 9. What is a *stem* according to the illustration?	2	Interpret, Define	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
					When you look at page 11, can you tell where the plant is?	2	Interpret	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
					Look at the illustrations on pages 12 and 13. What can you conclude about flowers?	3	Draw Conclusions, Interpret	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear RI.K.10b Use illustrations and context to make predictions about text.
					Look at page 16. What does the word *parts* mean?	2	Use Context Clues	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					What parts does a plant have?	1	List	RI.K.1 With prompting and support, ask and answer questions about key details in a text.

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4	Going Bananas for Apples	A	1	BR	What are apples?	1	Define	RL.K.4 Ask and answer questions about unknown words in a text.
					What was the first important thing that happened in the story?	2	Infer	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					What foods did the monkey like to eat?	1	List	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					Look at pages 10 and 11. What does *squirrel* mean?	2	Use Context Clues	RL.K.4 Ask and answer questions about unknown words in a text.
					What animals did the monkey see in the tree?	1	List	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					What did the monkey do with the ladder?	1	Identify	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					What happened after the monkey saw the sky?	1	Identify	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					How did the monkey get an apple?	1	Identify	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
4	The Three Tates	A	1	BR	What was the first important thing that happened in the story?	2	Infer	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					Look at page 8. What does the word *clap* mean?	2	Use Context Clues	RL.K.4 Ask and answer questions about unknown words in a text.
					Look at pages 8 and 9. Why are the girls clapping?	2	Infer	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					Look at pages 12 and 13. Where are the girls jumping?	1	Identify	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					What types of schoolwork do the girls do in school?	1	List	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					Look at pages 14 and 15. How are the girls writing?	1	Identify	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					Look at page 16. What does the word *wave* mean in this text?	2	Use Context Clues	RL.K.4 Ask and answer questions about unknown words in a text.
					How do the girls feel about school?	2	Infer	RL.K.1 With prompting and support, ask and answer questions about key details in a text.

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4	Hat Day at the Zoo	B	2	BR	What is the meaning of *hat?*	1	Define	RL.K.4 Ask and answer questions about unknown words in a text.
					Look at page 5. How would you describe the hippo's hat?	1	Describe	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					Which animal is wearing a white hat?	1	Identify	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					Look at pages 14 and 15. What is a flamingo?	2	Use Context Clues	RL.K.4 Ask and answer questions about unknown words in a text.
					Which animals are wearing hats?	1	List	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					Where are the animals?	1	Identify	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					Look at page 16. Which are the two biggest animals? Which are the two smallest animals?	2	Infer	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					How do the animals feel about hat day?	2	Infer	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
4	I Like	B	2	BR	Look at page 2. How would you describe the spaghetti?	2	Interpret, Describe	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					Look at pages 4 and 5. What is pizza?	2	Use Context Clues	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					Look at pages 8 and 9. How is the girl eating corn?	2	Infer	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					Look at pages 10 and 11. What is soup?	2	Use Context Clues	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					What question does the boy ask at the end of the story?	1	Identify	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					What do the children use to eat the foods in this book?	1	Identify	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					What foods do the children like?	1	List	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					What can you tell about children from this story?	2	Infer	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

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		Letter	Number	Lexile				
4	Two Owls in Paris	B	2	BR	Who are the characters in the story?	1	List	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					What is the first important thing that happens in the story?	2	Infer	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					Look at page 4. What does the word *tower* mean?	2	Use Context Clues	RL.K.4 Ask and answer questions about unknown words in a text.
					What do the owls see after they see the fountain?	1	Identify	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					Look at pages 14 and 15. What does *flag* mean?	2	Use Context Clues	RL.K.4 Ask and answer questions about unknown words in a text.
					What important change occurs on the last page of the book?	2	Infer	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					Retell the things the owls see.	1	Report	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					How do the owls feel about the things they see?	2	Infer	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
4	Wishing With Pennies	B	2	30L	What was the first important thing that happened in the story?	2	Infer	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					Look at pages 4 and 5. What does *fountain* mean?	2	Use Context Clues	RL.K.4 Ask and answer questions about unknown words in a text.
					What did Tiger wish for when she put a penny in the fountain?	1	Identify	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					From listening to this story and looking at the illustrations, what did you find out about Gorilla?	2	Infer, Interpret	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					Retell the list of animals that went to the fountain.	1	List	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					How was the wolf different from the other animals in the story?	3	Compare	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					Look at page 16. What does the word *uh-oh* tell you about what is happening?	2	Use Context Clues, Infer	RL.K.4 Ask and answer questions about unknown words in a text.
					Where did this story take place?	1	Identify	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

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4	Frank in a Tank	C	3	110L	Who is the main character in this story? How can you tell?	2	Infer	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					Look back at pages 2–7. What is one detail you can learn about Frank from the pictures that is not in the words?	2	Interpret	RL.K.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story
					Look at page 8. What is a pond? What cues help you understand this word?	2	Use Context Clues	RL.K.4 Ask and answer questions about unknown words in a text.
					What does Frank see that causes him to leave the tank?	2	Cause/Effect, Identify	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					What happens after Frank hops to the pond?	1	Identify	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					How are the tank and the pond alike?	3	Compare	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					Why does Frank hop back to his tank at the end of the story? What clues help you make this inference?	3	Cite Evidence, Infer	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					Is Frank in a Tank real or make-believe? How can you tell?	3	Cite Evidence, Infer	RL.K.5 Recognize common types of texts
4	Sam Sleeps	C	4	200L	When did Sam get into bed?	1	Identify	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					Look at page 8. What does the word *picking* mean?	2	Use Context Clues	RL.K.4 Ask and answer questions about unknown words in a text.
					Look at page 10. What does the illustration help you understand about Sam?	2	Interpret	RL.K.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story
					Look at page 11. What does the word *swimming* mean?	2	Use Context Clues	RL.K.4 Ask and answer questions about unknown words in a text.
					Look at pages 14 and 15. How do the illustrations help you understand what the author means by fun?	4	Analzye, Interpret	RL.K.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story RL.K.10b Use illustrations and context to make predictions about text.
					What happened at the end of the story?	1	Identify	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					How did Sam feel when he woke up?	2	Infer	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					What was the story mostly about?	2	Summarize	RL.K.2 With prompting and support, retell familiar stories, including key details.

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5	People Use Tools	A	1	BR	Look at the book cover. How do you use the tool in the photograph?	2	Interpret	RI.K.5 Identify the front cover, back cover, and title page of a book. RI.K.10b Use illustrations and context to make predictions about text.
					Look at the title page. What are the children doing?	2	Interpret	RI.K.5 Identify the front cover, back cover, and title page of a book.
					Look at the photograph on page 5. In what type of weather do people usually rake leaves?	2	Interpret	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
					Why do people use scissors?	2	Infer	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					What tool can people use to write?	1	List	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					What does *painting* mean in this text?	2	Use Context Clues	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					What does the ruler on page 15 help the boy do?	2	Infer	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
					What is the meaning of *Tools* in the book's title?	2	Use Context Clues	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. RI.K.5 Identify the front cover, back cover, and title page of a book.
5	Let's Go	B	2	BR	Look at the photograph on the front cover. How do the boy and girl go places?	2	Interpret	RI.K.1 With prompting and support, ask and answer questions about key details in a text. RI.K.5 Identify the front cover, back cover, and title page of a book.
					What information is on the title page?	1	Identify	RI.K.5 Identify the front cover, back cover, and title page of a book.
					What is the meaning of *store?*	1	Define	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					What does the boy do at the park?	2	Infer	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					On pages 10 and 11, why is the girl at the airport?	2	Infer	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					What does a boat travel on?	1	Define	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					What does the word *barn* mean?	1	Define	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					How is the girl on page 16 getting to school?	2	Infer	RI.K.1 With prompting and support, ask and answer questions about key details in a text.

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5	Old and New	B	2	BR	Which old item in the book is made of wood?	1	Identify	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
					How are the controls different on the old and new radio?	3	Compare	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
					What is a car?	1	Define	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					What things in the book are new and old?	1	List	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					What is the meaning of the word *new?*	1	Define	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					How have trains changed?	3	Compare	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
					What types of transportation are in the book?	1	List	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					Look at page 16. Is this bike old or new? How can you tell?	3	Cite Evidence, Infer	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
5	Schools Then and Now	B	2	BR	Look at the pictures on the title page. Besides being built of different things, how are the two schools different?	3	Differentiate, Interpret	RI.K.1 With prompting and support, ask and answer questions about key details in a text. RI.K.5 Identify the front cover, back cover, and title page of a book.
					Look at pages 4-5. What does the word *log* mean?	2	Use Context Clues	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					Look at pages 8-9. What does the word *bench* mean?	2	Use Context Clues	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					Look at page 13. How do you know the girl went to school long ago?	2	Infer	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
					Look at page 16. How is the computer like the chalk tablet and the paper notebook?	2	Relate	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
					How do you know that students long ago were like students now in some ways?	3	Cite Evidence, Infer	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
					List the ways schools were different long ago.	3	Differentiate, List	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
					What was the main topic of this book?	2	Infer	RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

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5	On the Playground	B	2	BR	How are the bars and rings alike?	3	Compare	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
					What is the meaning of *slide* in this text?	1	Define	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					How does a merry-go-round move?	4	Apply Concepts	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					What is a *playground?*	1	Define	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					What do the children in this book go on?	1	List	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
					How do you go on the ropes?	1	Describe	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					What is the main topic of the book?	2	Infer	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
5	Clock Watch	C	3	BR	How are the clocks on pages 3 and 5 alike?	3	Compare	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
					What size is the clock on page 5?	2	Classify	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
					Which clock is attached to the wall of a room?	1	Identify	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					Where is the tall clock?	1	Identify	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					Which two clocks are outdoors?	1	Identify	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					Would it be easy or hard to tell time on the flower clock? Why?	2	Infer	RI.K.1 With prompting and support, ask and answer questions about key details in a text. RI.K.10a Activate prior knowledge related to the information and events in texts.
					What does the word *den* mean on page 14?	2	Use Context Clues	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					What is the meaning of the word *watch* on page 16?	2	Use Context Clues	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 6 Standard(s)
		Letter	Number	Lexile				
5	Making a House	C	4	40L	What happens first when making a house?	1	Identify	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					What is the meaning of *tool* in this book?	1	Define	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					What is a hammer?	1	Define	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					How are the saw, hammer, and drill similar?	3	Compare	RI.K.1 With prompting and support, ask and answer questions about key details in a text. RI.K.10a Activate prior knowledge related to the information and events in texts.
					What is the broom used for?	1	Define	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					What tools do people in the book use to make a house?	1	Identify	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					What tools do people in the book use after the house is finished?	1	Identify	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					Why is a truck a tool?	2	Infer, Define	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
5	Technology Brings Us Together	D	6	120L	What does technology mean?	1	Define	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					What sentence in Technology Brings Us Together states an opinion? How do you know?	2	Infer, Identify, Classify	RI.K.1 With prompting and support, ask and answer questions about key details in a text. RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.
					How do telephones help us?	2	Infer	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. RI.K.10a Activate prior knowledge related to the information and events in texts.
					How do the photographs on pages 4-7 support the book's title?	2	Interpret, Infer	RI.K.1 With prompting and support, ask and answer questions about key details in a text. RI.K.5 Identify the front cover, back cover, and title page of a book. RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
					What is a computer?	1	Define	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. RI.K.10a Activate prior knowledge related to the information and events in texts.
					What phrases tell how computers bring people together?	1	Identify	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					What kinds of transportation does the author write about?	1	List	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					What are pages 14 and 15 about?	2	Summarize	RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

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6	Mouse and Lion	A	1	BR	What is a lion?	1	Define	RL.K.4 Ask and answer questions about unknown words in a text.
					What is the lion doing at the beginning of the story?	1	Identify	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					Who are the characters in the fable?	1	Identify, List	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					Why does the lion want to eat the mouse?	2	Infer	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					What makes the mouse cry?	2	Infer	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					What is a net?	1	Define	RL.K.4 Ask and answer questions about unknown words in a text.
					What makes the lion cry?	2	Infer	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					Why does the mouse help the lion?	2	Infer	RL.K.1 With prompting and support, ask and answer questions about key details in a text. RL.K.4 Ask and answer questions about unknown words in a text.
6	The Ant and the Grasshopper	B	2	BR	The title of the book is *The Ant and the Grasshopper.* What is one word you would use to describe each character?	1	Describe	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					What season is it at the beginning of the story? At the end?	1	Identify	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					Look at page 6. What does the word *swim* mean?	2	Use Context Clues	RL.K.4 Ask and answer questions about unknown words in a text.
					What does the ant do to get ready for winter?	1	Identify	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					Why does the ant work so hard in spring, summer, and fall?	2	Infer	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					What activities does the grasshopper like to do?	1	Identify	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					What does the word *clean* mean on page 16?	2	Use Context Clues	RL.K.4 Ask and answer questions about unknown words in a text.
					What lesson does the grasshopper learn in this fable?	2	Infer	RL.K.3 With prompting and support, identify characters, settings, and major events in a story. RL.K.5 Recognize common types of texts

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		Letter	Number	Lexile				
6	The Blind Men and the Elephant	B	2	BR	Look at pages 4 and 5. What does the word *wall* mean?	2	Use Context Clues	RL.K.4 Ask and answer questions about unknown words in a text.
					What parts of the elephant do the men touch?	1	List	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					What mistake does the man make on pages 8 and 9? Why does he make this mistake?	2	Infer, Identify	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					What is the meaning of the word *rope* on page 14?	2	Use Context Clues	RL.K.4 Ask and answer questions about unknown words in a text.
					What happens at the end of the story?	1	Identify	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					How are the six men in this story alike? How are they different?	3	Compare, Differentiate	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					What is the setting of this story? How can you tell?	3	Cite Evidence, Infer	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					In your own words, tell what lesson that this fable teaches.	2	Summarize	RL.K.2 With prompting and support, retell familiar stories, including key details. RL.K.3 With prompting and support, identify characters, settings, and major events in a story. RL.K.5 Recognize common types of texts
6	The Fox and the Crow	B	2	60L	What is the setting of this story?	2	Infer	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					What is a zebra?	1	Define	RL.K.4 Ask and answer questions about unknown words in a text.
					What makes the crow and the zebra happy on pages 6 and 7?	2	Infer	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					Where is the water the animals find?	1	Identify	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					Why can't the zebra and the crow get the water?	2	Infer	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					What is the meaning of the word *pebbles* in the story?	1	Define	RL.K.4 Ask and answer questions about unknown words in a text.
					What does the crow do so that he and the zebra can get the water?	2	Infer	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					Why does the zebra thank the crow?	2	Infer	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 6 Standard(s)
		Letter	Number	Lexile				
6	Stone Soup	C	3	20L	Why is the pot important in this story?	2	Infer	RL.K.2 With prompting and support, retell familiar stories, including key details.
					Who are the main characters in *Stone Soup?*	2	Infer, List	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					What happens after the woman puts the stone in the pot?	1	Identify	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					What details help you understand what onions are?	2	Use Context Clues	RL.K.4 Ask and answer questions about unknown words in a text.
					What three foods are in the soup?	1	List	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					What do the characters do together at the end of the story?	1	Identify	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					What does the word *good* mean on page 16?	2	Use Context Clues	RL.K.4 Ask and answer questions about unknown words in a text.
					In your own words, retell the most important events in the story in order.	2	Summarize	RL.K.2 With prompting and support, retell familiar stories, including key details.
6	Why the Sea is Salty	C	3	70L	According to the illustrations, what is a mill?	2	Define, Interpret	RL.K.4 Ask and answer questions about unknown words in a text. RL.K.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story
					Where is the mill when the man first sees it? What is the mill doing?	2	Infer, Identify	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					What can the mill make?	2	Infer	RL.K.1 With prompting and support, ask and answer questions about key details in a text. RI.K.10a Activate prior knowledge related to the information and events in texts.
					What is the mill doing when the man takes it?	1	Identify	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					What is a boat?	1	Define	RL.K.4 Ask and answer questions about unknown words in a text.
					Why don't the five men keep chasing the man who took the mill?	2	Infer	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					What happens to the man's boat?	1	Identify	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					What happens to the mill at the end of the story?	1	Identify	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

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		Letter	Number	Lexile				
6	The Crow and the Pitcher	C	4	230L	What is the setting of this story?	2	Infer	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					What is a zebra?	1	Define	RL.K.4 Ask and answer questions about unknown words in a text.
					What makes the crow and the zebra happy on pages 6 and 7?	2	Infer	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					Where is the water the animals find?	1	Identify	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					Why can't the zebra and the crow get the water?	2	Infer	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					What is the meaning of the word *pebbles* in the story?	1	Define	RL.K.4 Ask and answer questions about unknown words in a text.
					What does the crow do so that he and the zebra can get the water?	2	Infer	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					Why does the zebra thank the crow?	2	Infer	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
6	Rikki-Tikki-Tavi	D	6	70L	Look at page 4. What does the phrase "rain came down" mean?	2	Use Context Clues	RL.K.4 Ask and answer questions about unknown words in a text.
					What does the boy want to do?	2	Infer	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					How do you know Mom is kind?	3	Cite Evidence	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					What does the word *live* mean on pages 8 and 9?	2	Use Context Clues	RL.K.4 Ask and answer questions about unknown words in a text.
					When in the story does the mongoose start feeling better?	2	Infer	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					Where does the mongoose sleep?	1	Identify	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					Look at page 14. How does the boy feel? Why?	2	Infer	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					Why do Mom and Dad say that the mongoose can live with them from now on?	2	Infer	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

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Unit	Title	Levels			Text-Evidence Question	DOK Level
		Letter	Number	Lexile		
7	The Flag	B	2	BR	What is unusual about the flag on the cover of the book?	2
					Look at page 4. What is the meaning of *stars* in this text?	2
					What patterns does an American flag have?	2
					Look at the picture on page 13. Where is this flag hanging?	2
					Look at page 16. Who is holding up the flag? Why are they holding up the flag?	2
					List the ways American flags are displayed in the book.	2
					What is a *flag?*	1
					What was the main topic of this book?	2
7	My Day at the Capital	B	2	BR	Who is the author of this text? How can you tell he is also the narrator?	1
					Where does Luther go?	1
					Use your own words to retell what Luther does.	2
					What does the word *parade* mean on page 4? How can you tell?	2
					What can you tell about the people in the cars on pages 12 and 13? What clues do you use to make this inference?	3
					How does Luther feel about this day? What clues help you understand this?	3
					What are three details that help you understand that this is an unusual or special day?	3
					Are the things Luther tells about in this book real or made up? How do you know?	3

DOK Verb(s)	Grade 6 Standard(s)
Infer	RI.K.5 Identify the front cover, back cover, and title page of a book.
Use Context Clues	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
Identify Patterns	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear RI.K.10a Activate prior knowledge related to the information and events in texts.
Interpret	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
Interpret	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear RI.K.10a Activate prior knowledge related to the information and events in texts.
Interpret, List	RI.K.1 With prompting and support, ask and answer questions about key details in a text. RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
Define	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
Infer	RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
Identify	RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
Identify	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
Summarize	RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
Use Context Clues	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
Cite Evidence, Infer	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
Cite Evidence, Infer	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
Cite Evidence	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
Cite Evidence, Classify	RI.K.1 With prompting and support, ask and answer questions about key details in a text.

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7	Jin and Pedro Celebrate	B	2	150L	What were the main events in Jin and Pedro Celebrate!?	2	Infer	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					Which character liked the Chinese holiday? How can you tell?	3	Cite Evidence, Infer	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					What can you learn about the Chinese dance by looking at the picture on pages 6 and 7?	2	Interpret	RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear
					What can you tell about the gifts the boys got at the Chinese celebration? What clues on pages 8 and 9 help you understand this?	3	Cite Evidence, Infer	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					What things and activities did Jin and Pedro see at the Mexican celebration?	1	List	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					Look at the clothes in the pictures. How do these pictures help you understand that holidays are special days?	2	Interpret	RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear
					What is the meaning of the word *celebrate* in the title? What clues in the book help you understand this word?	2	Use Context Clues	RL.K.4 Ask and answer questions about unknown words in a text.
					How were the Chinese holiday and the Mexican holiday alike?	3	Compare	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
7	At the Birthday Party	C	3	BR	What does the word *likes* mean in the text?	1	Define	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					What do the children at the party drink?	2	Infer	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					What does each child wear at the party?	1	Identify, List	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					What do the children do at the party?	1	Identify	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					Where do the children play games at the party?	1	Identify	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					What does the word *prizes* mean in the text?	1	Define	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					Whose birthday party is it?	1	Identify	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					What is this book about?	2	Summarize	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

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		Letter	Number	Lexile				
7	Thanksgiving Then and Now	C	3	BR	Look at page 5. What are the Native Americans and Pilgrims giving one another?	2	Interpret	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
					How do families celebrate Thanksgiving today?	1	Describe	RI.K.1 With prompting and support, ask and answer questions about key details in a text. RI.K.10a Activate prior knowledge related to the information and events in texts.
					What did people eat both long ago and today for Thanksgiving?	3	Compare	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.K.10a Activate prior knowledge related to the information and events in texts.
					What instrument does the girl play on Thanksgiving?	1	Identify	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					Look at page 12. What is the meaning of *drums?*	2	Use Context Clues	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					Why do you think music is part of Thanksgiving now and long ago?	2	Infer	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
					Look at page 13. How is the clothing of the Native Americans different from the clothing of the Pilgrims?	3	Compare, Interpret	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
					What is the meaning of the word *Thanksgiving?*	1	Define	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
7	Costume Party	C	3	BR	Look at page 2. How does the boy feel about having a party?	2	Infer	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					Look at page 4. What is a ballerina?	1	Use Context Clues	RL.K.4 Ask and answer questions about unknown words in a text.
					Look at page 7. Why doesn't the lion costume cover the boy's hands?	2	Interpret	RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear
					Who comes to the party last?	1	Identify	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					How are the last boy and girl alike?	3	Compare	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					Where does the story take place?	1	Identify	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					What do the children do at the party?	1	Identify	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					Look at page 16. What is a party?	2	Use Context Clues	RL.K.4 Ask and answer questions about unknown words in a text.

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7	A Party for Rabbit	C	3	40L	Describe Cat.	1	Describe	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					What does Tiger take to the party?	1	Identify	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					Look at the illustration on page 7. How does Camel carry carrot juice?	2	Interpret	RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear
					What does the word *chips* mean on page 8?	2	Use Context Clues	RL.K.4 Ask and answer questions about unknown words in a text.
					What is a crow?	1	Define	RL.K.4 Ask and answer questions about unknown words in a text.
					Describe the food that Cow takes to the party.	1	Describe	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					Name all the foods at Rabbit's party.	1	List	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					What happens when everyone gets to the party?	1	Identify	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
7	The Best Thanksgiving Ever	D	5	70L	What is wrong with Mom in the story?	1	Identify	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					What is the meaning of *cook* on page 2?	2	Use Context Clues	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					Why does Dad put the turkey in the oven?	2	Infer	RI.K.1 With prompting and support, ask and answer questions about key details in a text. RI.K.10a Activate prior knowledge related to the information and events in texts.
					What food does the narrator's sister prepare?	1	Identify	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					What does *cut* mean on page 10?	2	Use Context Clues	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					Look at the illustration on page 13. Why is the narrator stirring ingredients in a bowl?	2	Interpret	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
					What does the family do after all the food is ready?	2	Infer	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					Why do you think the narrator calls this book The Best Thanksgiving Ever?	3	Critique	RI.K.5 Identify the front cover, back cover, and title page of a book. RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.

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		Letter	Number	Lexile				
8	A Week of Weather	B	2	BR	What is the day like that is shown in the picture on page 5?	2	Interpret	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
					Look at page 7. When you look at the picture, can you tell where it is?	2	Interpret	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
					Look at page 9. What is the meaning of *snow?*	2	Use Context Clues	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					Look at pages 10 and 11. How is the ice on these two pages similar? How is it different?	3	Compare, Differentiate, Interpret	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
					Look at page 13. What is the meaning of *lightning?*	2	Use Context Clues	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					Look at page 15. Why are people running with umbrellas over their heads?	2	Infer	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					List the types of stormy weather shown in the book.	1	List	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					What was the main topic of this book?	2	Infer	RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
8	Let's Look Outside	B	2	BR	What is a rainbow?	1	Define	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					What is in the sky on page 5?	1	Identify	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					Why is the girl on page 7 using an umbrella?	2	Infer	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					What is lightning?	1	Define	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					Where are the icicles?	1	Identify	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					Look at the photograph on page 13. What is on the ground?	2	Interpret	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
					Look at the photograph on page 15. What is the boy holding in his hand?	2	Interpret	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
					Does the word *can* in the text mean "know how to" or "am able to"?	2	Use Context Clues	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 6 Standard(s)
		Letter	Number	Lexile				
8	Life With Our Sun	C	3	BR	Why is the sun brighter than other stars in the sky?	4	Apply Concepts	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.K.10a Activate prior knowledge related to the information and events in texts.
					When do we usually see other stars besides the sun?	1	Identify	RI.K.10a Activate prior knowledge related to the information and events in texts.
					Why does the sun make us hot?	4	Apply Concepts	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					Why is the person in the photograph on pages 10 and 11 drinking cold water?	2	Interpret	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
					What is the meaning of *light* on page 12?	2	Use Context Clues	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					What gives us heat and light?	4	Apply Concepts	RI.K.1 With prompting and support, ask and answer questions about key details in a text. RI.K.10a Activate prior knowledge related to the information and events in texts.
					Look at page 14. What is the meaning of *helps*?	2	Use Context Clues	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					Reread page 16. What is one way the sun helps us?	1	Identify	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
8	All Weather Is Fun!	C	3	BR	What type of weather does the photograph on page 5 show? What are the children doing?	2	Infer, Identify	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					What does the narrator like to do on hot days?	1	Identify	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					What is the meaning of *lightning*?	1	Define	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					How do you fly a kite?	2	Explain Phenomena in Terms of Concepts	RI.K.1 With prompting and support, ask and answer questions about key details in a text. RI.K.10a Activate prior knowledge related to the information and events in texts.
					On what type of day does the author like to build?	2	Infer	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					Look at page 16. What is the meaning of *weather*?	2	Use Context Clues	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					What types of weather does the author describe?	1	List	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					Why is the title of the book *All Weather is Fun*?	3	Critique	RI.K.5 Identify the front cover, back cover, and title page of a book.

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		Letter	Number	Lexile				
8	My Weather Log	C	3	BR	What does the word *fishing* mean in this text?	2	Use Context Clues	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					What happens on Monday and Tuesday? Why?	2	Interpret	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
					Look at page 9. Where does the family go swimming?	2	Interpret	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
					When does the family fly kites? Why?	2	Infer	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					What are kites?	1	Define	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					Why does the family read on Thursday?	2	Infer	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					On what day does the family start camping? Play games? Go for a walk?	2	Interpret	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
					Where does the family walk?	1	Identify	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
8	Sam Can't Sleep	C	3	BR	At what time of day does this story take place?	1	Identify	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					What happens at the beginning of the story? In the middle? At the end?	2	Infer	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					Think about the beginning and middle of the story. How does Sam feel?	2	Infer	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					Name the causes of light that Sam imagines in the story.	1	Identify	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					What is a star?	1	Define	RL.K.4 Ask and answer questions about unknown words in a text.
					What does the word *fire* mean on page 10?	2	Use Context Clues	RL.K.4 Ask and answer questions about unknown words in a text.
					What is Sam's problem in this story? How does he solve it?	2	Cause/Effect, Infer	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					How do readers know the cause of the light before Sam does?	2	Infer	RL.K.1 With prompting and support, ask and answer questions about key details in a text.

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8	The Seasons	D	5	BR	When does the text say we can pick flowers?	1	Identify	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					Look at page 6. What is the meaning of *summer?*	2	Use Context Clues	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					Look at page 9. Where is the family having a picnic?	2	Interpret	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
					Why is summer a good time for a picnic?	2	Infer	RI.K.1 With prompting and support, ask and answer questions about key details in a text. RI.K.10a Activate prior knowledge related to the information and events in texts.
					In which season are apples on trees?	2	Infer	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					Look at page 15. How would you describe the winter weather?	2	Interpret, Describe	RI.K.1 With prompting and support, ask and answer questions about key details in a text. RI.K.10a Activate prior knowledge related to the information and events in texts.
					What is the meaning of *snowman?*	1	Define	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					What are the four seasons of the year?	1	List	RI.K.10a Activate prior knowledge related to the information and events in texts.
8	Rainy Day, Sunny Day	D	5	120L	What is the first thing Rabbit does after she wakes up?	1	Identify	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					Look at page 4. What is the meaning of *breakfast?*	2	Use Context Clues	RL.K.4 Ask and answer questions about unknown words in a text.
					What does Rabbit put on before she plays in the rain?	1	Identify	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					What is the meaning of *boots?*	1	Define	RL.K.4 Ask and answer questions about unknown words in a text.
					Why does Rabbit run in the rain?	2	Infer	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					What does Rabbit do when she sees puddles?	1	Identify	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					Look at pages 6 and 13. Where does Rabbit live?	1	Identify	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					What do you learn about weather in the story?	2	Infer	RL.K.2 With prompting and support, retell familiar stories, including key details.

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9	Saturday with Dad	B	2	50L	Look at page 2. What is the meaning of *mix*?	2	Use Context Clues	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					Where does the boy pour the pancake batter?	1	Identify	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					What does the boy do after he pours the pancake?	1	Identify	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					Why do the boy and his dad toss the pancake?	2	Infer	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
					Look at page 10. How does a pancake look when one side is finished cooking?	1	Describe	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					What do the boy and his dad do with the pancake?	1	Identify	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					What is a pancake?	1	Define	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					What is happening in the photograph on page 16?	2	Interpret	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
9	Clothes	C	3	20L	Look at the picture on the book cover. How are the clothes the two people are wearing alike?	3	Compare, Interpret	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
					Look at pages 4 to 7. How is the clothing the girls are wearing alike?	3	Compare, Interpret	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
					Look at pages 10 and 11. What does the word *coat* mean?	2	Use Context Clues	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					Look at page 11. When you look at this picture, can you tell where the girl is?	2	Interpret	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
					What does the word *clothes* mean?	1	Define	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					List the pieces of clothing people wore long ago and still wear today.	3	Compare, List	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
					Thinking about what you learned, how do you think clothing has changed from long ago until now?	4	Analyze	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.K.10a Activate prior knowledge related to the information and events in texts.
					What was the main topic of this book?	2	Infer	RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

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9	Needs and Wants	C	4	BR	What does the author say about homes?	3	Critique	RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.
					What kind of home do we need?	4	Analyze	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					What does the word *hungry* mean?	1	Define	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					Look at the photograph on page 7. What are the children eating? Why?	2	Interpret	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
					What kind of food do we need?	1	List	RI.K.10a Activate prior knowledge related to the information and events in texts.
					How should playing make us feel?	2	Infer	RI.K.10a Activate prior knowledge related to the information and events in texts.
					What is the meaning of the word *sleep?*	1	Define	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					Look at the photograph on page 15. Why do the children need this kind of clothes?	2	Interpret	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
9	Jobs at School	C	4	BR	Look at pages 4 and 6. What is a *school* according to this information?	2	Use Context Clues	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					Did the author tell you more than one thing about a librarian?	1	Identify	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					Look at page 10. Are there words that tell you what *custodian* means?	2	Use Context Clues	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					Look at page 13. When you look at this picture, can you tell where the people are?	2	Interpret	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
					Look at page 14. Are there words that help you figure out what a *cook* does?	2	Use Context Clues	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					Look at pages 12, 13, and 16. How are the jobs that the man and the woman do alike?	3	Compare	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
					Tell four things students do in the book.	1	List	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					What was the main topic of this book?	2	Infer	RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

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9	Can We Have a Pet?	C	4	120L	What was the first important thing that happened in the story?	2	Infer	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					Look at page 4. Are there words in the rest of the book that help you figure out what *pet* means?	2	Use Context Clues	RL.K.4 Ask and answer questions about unknown words in a text.
					Look at pages 4 and 5. What does *fur* mean?	2	Use Context Clues	RL.K.4 Ask and answer questions about unknown words in a text.
					Why did Tim make a chart?	2	Infer	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					Did Mom want Tim to get a bird?	2	Infer	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					Retell how Tim decided which pet to get.	2	Summarize	RL.K.2 With prompting and support, retell familiar stories, including key details.
					What word best describes Tim when Mom said they could get a fish?	2	Summarize	RL.K.2 With prompting and support, retell familiar stories, including key details.
					Where did this story take place?	1	Identify	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
9	Jobs in a Community	D	6	50L	Look at page 4. What words help you figure out what *community* means?	2	Use Context Clues	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					Look at page 6. Why is bus driver an important job in the community?	2	Infer	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					Look at page 7. What is one way a police officer helps?	1	Identify	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
					Look at pages 12 and 13. What does the word *gardener* mean?	2	Use Context Clues	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					Look at the pictures on page 14. What are some jobs people do in stores?	1	List	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear RI.K.10a Activate prior knowledge related to the information and events in texts.
					Look at page 15. What is the mail carrier doing?	2	Interpret	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
					List the jobs in the community that are described in the book.	1	List	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					What was the main topic of this book?	2	Infer	RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

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9	The Yard Sale	D	6	190L	What did Mark and Mom do before they put clothes, books, and toys in the yard?	1	Identify	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					What was the first thing that happened after Mark and Mom put clothes, books, and toys on tables?	1	Identify	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					Look at page 8. What is a *dime?*	2	Use Context Clues	RL.K.4 Ask and answer questions about unknown words in a text.
					Look at page 12. Are there words that help you figure out what a *quarter* is?	2	Use Context Clues	RL.K.4 Ask and answer questions about unknown words in a text.
					Why did Mark and Mom want to sell the clothes, books, and toys at the yard sale?	2	Infer	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					What things did Mark and Mom sell from the toy table?	1	Identify	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					What happened at the end of the story?	1	Identify	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					Where did this story take place?	1	Identify	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
9	Do We Need It? Do We Want It?	E	7	BR	Why do people need food?	1	Identify	RI.K.10a Activate prior knowledge related to the information and events in texts.
					What are things people need?	1	List	RI.K.10a Activate prior knowledge related to the information and events in texts.
					How are water and a home alike?	3	Compare	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					What does the word *needs* on page 10 mean?	2	Use Context Clues	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					What does the word *want* mean?	1	Define	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					Why is candy something we want but do not need?	4	Apply Concepts	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					What does the text say about new clothes?	1	Report	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					How are toys and television alike?	3	Compare	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

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10	How Animals Move	C	3	90L	What are some ways animals move with their legs? With their arms?	1	Identify	RI.K.10a Activate prior knowledge related to the information and events in texts.
					Besides walking, in what other ways can the cat on pages 2 and 3 move? What clues help you make this inference?	3	Cite Evidence, Infer	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					What body part does the fish use to swim?	1	Identify	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					How does the magnifying glass in the photographs help you understand the text?	2	Interpret	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
					What does the word *swings* mean on page 12? What clues help you understand this word?	2	Use Context Clues	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					What words in the text explain the title of the book? How?	2	Use Context Clues	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. RI.K.5 Identify the front cover, back cover, and title page of a book.
					How are the cat on pages 2 and 3 and the girl on page 16 alike? How are they different?	3	Compare, Differentiate	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
					What is the main idea of How Animals Move?	2	Infer	RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
10	Up and Down the Hill	C	3	160L	Look at page 2. What is a thermometer?	1	Define	RL.K.4 Ask and answer questions about unknown words in a text.
					What is a sled?	1	Define	RL.K.4 Ask and answer questions about unknown words in a text.
					Look at pages 4 and 12. What are some activities to do in the snow besides going down the hill?	1	List	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					What is the weather like in this story?	1	Describe	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					Why do the characters go down the hill?	2	Infer	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					Look at pages 13 and 14. What does Little Moose use besides skis when he goes down the hill?	1	Identify	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					What clothing do the characters put on before they go to the hill?	1	Identify	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					How do the characters go down the hill?	1	Identify	RL.K.1 With prompting and support, ask and answer questions about key details in a text.

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10	Magnets	C	3	200L	What does the phrase *pick up* mean in the book?	1	Define	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					What is the meaning of *nails* in the book?	1	Define	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					What won't the magnet pick up?	4	Apply Concepts	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					Can a magnet pick up more than one object at a time?	4	Apply Concepts	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					Why doesn't the magnet pick up the pencil?	2	Infer	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
					What happens when the girl holds the magnet near the glass?	2	Interpret	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear
					How do you use the magnet shown in the book?	4	Apply Concepts	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					What is this book mainly about?	2	Infer	RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
10	What Is Slow? What Is Fast?	D	5	BR	Look at pages 2 and 3. What is the meaning of *tractor?*	2	Use Context Clues	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					What is a rocket?	1	Define	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					What do people use race cars for?	2	Infer	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					How are the tugboat on page 9 and the boat on page 13 alike? How are they different?	3	Compare, Differentiate	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
					How are a tractor and bulldozer alike?	3	Compare	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
					What slow things in the text can people ride?	2	Infer, List	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					What fast things in the text can people ride?	2	Infer, List	RI.K.1 With prompting and support, ask and answer questions about key details in a text.

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Small Group Text Evidence Question Cards Correlations

Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 6 Standard(s)
		Letter	Number	Lexile				
10	Little Cat Goes Fast	D	5	110L	What does the word *fast* mean?	1	Define	RL.K.4 Ask and answer questions about unknown words in a text.
					What are the first three rides Little Cat goes on?	1	Identify, List	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					How do Little Cat's mom and dad feel about going on the roller coaster?	2	Infer	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					What is the meaning of the word *ride* on page 10?	2	Use Context Clues	RL.K.4 Ask and answer questions about unknown words in a text.
					Look at pages 10 and 11. Why does Little Cat want to ride on the roller coaster?	2	Infer	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					What does the illustration on pages 12 and 13 show about the story?	2	Interpret	RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear
					Look at the illustration on pages 14 and 15. What happens when a roller coaster goes down?	2	Interpret	RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear RL.K.10b Use illustrations and context to make predictions about text.
					How are Little Cat's feelings about the last ride different from her mom and dad's feelings about it?	4	Analyze	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
10	Hickory Dickory Dock	D	6	60L	How can you tell this text is a story?	3	Critique	RL.K.5 Recognize common types of texts
					What are the mice doing on pages 2 and 3?	1	Identify	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					Why is Mouse in a race?	2	Infer	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					What is the meaning of the word *upon* page 4?	2	Use Context Clues	RL.K.4 Ask and answer questions about unknown words in a text.
					When does Mouse stop running the first time?	1	Identify	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					What is the difference between the words *o'clock* on page 8 and *clock* on page 10?	3	Differentiate, Define	RL.K.4 Ask and answer questions about unknown words in a text.
					What happens at the end of the story?	1	Identify	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					Is this story real or make-believe? How can you tell?	1	Identify	RL.K.5 Recognize common types of texts

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Benchmark Advance Grade K
Small Group Text Evidence Question Cards Correlations

Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 6 Standard(s)
		Letter	Number	Lexile				
10	Jack Be Nimble	D	6	150L	How does Jack know when to start the race?	2	Infer	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					What is the meaning of the phrase *On your mark* on page 6?	2	Use Context Clues	RL.K.4 Ask and answer questions about unknown words in a text.
					What are the fans doing when Jack starts the race?	1	Identify	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
					What does Jack like doing?	1	Identify	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					What does the coach do in the story?	1	Identify	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					What is the meaning of *high* on page 12?	2	Use Context Clues	RL.K.4 Ask and answer questions about unknown words in a text.
					Where are the fans during the race?	1	Identify	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
					What's the last thing Jack does in the story?	1	Identify	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
10	Using Magnets	E	8	260L	What does a magnet do?	1	Define	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					How does the girl use the magnet to pick up a paper clip on page 5?	4	Apply Concepts	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
					What is a marble?	1	Define	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					How does the boy know that the magnet can't pick up the marble on page 7?	2	Infer	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
					What things does the red magnet pick up in this book?	1	List	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
					What is a can opener?	1	Define	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
					Why do magnets attach to a refrigerator?	2	Infer	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
					Which magnet in this book is the strongest?	2	Relate, Identify	RI.K.1 With prompting and support, ask and answer questions about key details in a text.

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Whole Group Text Evidence Questions Correlations

Unit	Week	TRS* Page	Text-Evidence Question	DOK Level	DOK Verb	Grade 1 Standard
1	2	51	How are the students in the photographs being good citizens?	4	Analyze, Critique	RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
1	2	51	Why is community an important word to think about when reading this text?	4	Analyze, Critique	RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
1	2	52	How does this photograph help you better understand one way to be a responsible citizen?	4	Analyze	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
1	2	53	How does the top photograph on page 7 help you understand another way to be a responsible citizen?	4	Analyze	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
1	2	53	How does the bottom photograph on page 7 help you understand another way to be a responsible citizen?	4	Analyze	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
1	2	66	How are the ideas about being a responsible citizen in this book organized?	2	Interpret	RI.1.5 Know and use various text structures and text features to locate key facts or information in a text.
1	2	67	Why does the Introduction come before the chapter titles in the table of contents?	2	Interpret	RI.1.5 Know and use various text structures and text features to locate key facts or information in a text.
1	2	67	Why is the conclusion at the back of the book?	2	Interpret	RI.1.5 Know and use various text structures and text features to locate key facts or information in a text.
1	3	89	How does the photograph on page 7 help you understand about Sequoyah's contributions to his community?	4	Analyze	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
1	3	89	How do these pictures give you details you can use to describe how Frederick Douglass contributed to his community?	4	Analyze, Connect	RI.1.2 Identify the main topic and retell key details of a text. RI.1.7 Use the illustrations and details in a text to describe its key ideas.
1	3	90	What signal word do you read on page 10 that helps you know what happened because Helen got very sick?	2	Cause/Effect	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
1	3	90	What signal word on page 9 helps you know why many people worked to free enslaved people?	2	Cause/Effect	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
1	3	91	What is the same about signal words you have read?	2	Cause/Effect	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
1	3	98	How does the author support the point that Sequoyah made an important contribution?	3	Cite Evidence	RI.1.2 Identify the main topic and retell key details of a text. RI.1.8 Identify the reasons an author gives to support points in a text.
1	3	98	What reasons does the author give to support the point that Frederick Douglass made an important contribution?	3	Cite Evidence	RI.1.2 Identify the main topic and retell key details of a text. RI.1.8 Identify the reasons an author gives to support points in a text.
1	3	99	How do the reasons in Chapter 3 support the author's point that Helen Keller made an important contribution?	4	Connect	RI.1.2 Identify the main topic and retell key details of a text. RI.1.8 Identify the reasons an author gives to support points in a text.
2	2	167	What details in the story describe events?	3	Cite Evidence	RL.1.3 Describe characters, settings, and major events in a story, using key details.
2	2	167	Which events in the story are the most important?	3	Cite Evidence, Critique	RL.1.3 Describe characters, settings, and major events in a story, using key details.

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Whole Group Text Evidence Questions Correlations

Unit	Week	TRS* Page	Text-Evidence Question	DOK Level	DOK Verb	Grade 1 Standard
2	2	168	What can we find out about the prince from the story?	3	Cite Evidence, Critique	RL.1.3 Describe characters, settings, and major events in a story, using key details.
2	2	169	What can we find out about the princess from the story?	3	Cite Evidence, Critique	RL.1.3 Describe characters, settings, and major events in a story, using key details.
2	2	176	What does the author say about the princess on page 4? What does the illustrator show?	3	Cite Evidence	RL.1.3 Describe characters, settings, and major events in a story, using key details. RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
2	2	177	What does the author say about the princess on page 6? What does the illustrator show?	3	Cite Evidence	RL.1.3 Describe characters, settings, and major events in a story, using key details. RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
2	2	177	What do the illustrations show about the true princess?	3	Cite Evidence	RL.1.3 Describe characters, settings, and major events in a story, using key details. RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
2	2	182	What details in the story describe the setting?	3	Cite Evidence	RL.1.3 Describe characters, settings, and major events in a story, using key details. RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
2	2	183	What do we see about the story setting in the illustrations that we do not read about in the story?	3	Critique, Draw Conclusions	RL.1.3 Describe characters, settings, and major events in a story, using key details. RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
2	2	183	What is the setting of this story?	1	Identify	RL.1.3 Describe characters, settings, and major events in a story, using key details. RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
2	3	206	What does the story say about the old couple?	3	Cite Evidence	RL.1.3 Describe characters, settings, and major events in a story, using key details.
2	3	206	What does the story say about the Gingerbread Man?	3	Cite Evidence	RL.1.3 Describe characters, settings, and major events in a story, using key details.
2	3	207	What does the story say about the fox?	3	Cite Evidence	RL.1.3 Describe characters, settings, and major events in a story, using key details.
2	3	213	What words on page 8 help you imagine the smell in the house?	1	Identify	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
2	3	213	Are there any words on page 15 that are things you can hear or smell? What are they? What sense do they use?	1	Identify	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

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Unit	Week	TRS* Page	Text-Evidence Question	DOK Level	DOK Verb	Grade 1 Standard
2	3	215	Which events are most important?	2	Summarize	RL.1.3 Describe characters, settings, and major events in a story, using key details.
2	3	215	In what order do the most important events happen?	2	Summarize	RL.1.3 Describe characters, settings, and major events in a story, using key details.
3	2	51	What happens in the oak tree's life cycle after roots grow from the acorn?	3	Cite Evidence	RI.1.5 Know and use various text structures and text features to locate key facts or information in a text.
3	2	51	What happens after the stem and leaves grow from the roots?	3	Cite Evidence	RI.1.5 Know and use various text structures and text features to locate key facts or information in a text.
3	2	52	What happens first in the life cycle of an oak tree?	3	Cite Evidence	RI.1.1 Ask and answer questions about key details in a text. RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
3	2	52	What happens after the acorn drops?	3	Cite Evidence	RI.1.1 Ask and answer questions about key details in a text. RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
3	2	53	What happens before acorns appear on an oak tree?	3	Cite Evidence	RI.1.1 Ask and answer questions about key details in a text. RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
3	2	66	Why did the author include the flow charts on pages 4 and 5?	4	Analyze	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
3	2	67	What was the author's purpose for including the small, or inset, photographs on pages 10 and 11?	4	Analyze	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
3	2	67	What was the author's purpose for including the captions on page 12?	4	Analyze	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
3	3	90	What happens when the ugly duckling hatches from its egg?	2	Summarize	RL.1.3 Describe characters, settings, and major events in a story, using key details.
3	3	90	What makes the ugly duckling leave his home?	2	Summarize	RL.1.3 Describe characters, settings, and major events in a story, using key details.
3	3	91	What happens when the beautiful birds land in the water?	2	Summarize	RL.1.3 Describe characters, settings, and major events in a story, using key details.
3	3	98	How do you know that the ugly duckling is feeling sad and lonely?	2	Summarize	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
3	3	98	How would you describe the five ducklings?	2	Summarize	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

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Unit	Week	TRS* Page	Text-Evidence Question	DOK Level	DOK Verb	Grade 1 Standard
3	3	99	What is the mother duck like?	2	Summarize	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
4	2	167	Which word on page 2 is something you can hear?	1	Identify	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
4	2	167	What words or phrases in this story are things you can see or hear?	1	Identify	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
4	2	168	What details in the story describe Chicken Little?	2	Summarize, Infer	RL.1.1 Ask and answer questions about key details in a text. RL.1.3 Describe characters, settings, and major events in a story, using key details.
4	2	168	What does Chicken Little do? What does this show about him?	2	Summarize, Infer	RL.1.1 Ask and answer questions about key details in a text. RL.1.3 Describe characters, settings, and major events in a story, using key details.
4	2	169	What details describe the Fox? What does he do? What does this show about him?	2	Summarize, Infer	RL.1.1 Ask and answer questions about key details in a text. RL.1.3 Describe characters, settings, and major events in a story, using key details.
4	2	176	What are the settings in *Chicken Little*?	1	Identify	RL.1.3 Describe characters, settings, and major events in a story, using key details. RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
4	2	177	What details in the story describe the setting?	2	Summarize	RL.1.3 Describe characters, settings, and major events in a story, using key details. RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
4	2	177	What do illustrations show about the settings that the words do not tell?	2	Interpret	RL.1.3 Describe characters, settings, and major events in a story, using key details. RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
4	2	182	What is the first event in this story?	2	Summarize	RL.1.3 Describe characters, settings, and major events in a story, using key details. RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
4	2	183	What story events take place on pages 3 to 9?	2	Summarize	RL.1.3 Describe characters, settings, and major events in a story, using key details. RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

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Unit	Week	TRS* Page	Text-Evidence Question	DOK Level	DOK Verb	Grade 1 Standard
4	2	183	What happens at the end of this story?	2	Summarize	RL.1.3 Describe characters, settings, and major events in a story, using key details. RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
4	3	205	Who is telling the story?	1	Identify	RL.1.6 Identify who is telling the story at various points in a text.
4	3	205	What clues show us who is telling the story?	1	Identify	RL.1.6 Identify who is telling the story at various points in a text.
4	3	206	What is the setting of the story?	1	Identify	RL.1.3 Describe characters, settings, and major events in a story, using key details. RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
4	3	206	How does the setting change over the course of the story?	2	Summarize	RL.1.3 Describe characters, settings, and major events in a story, using key details. RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
4	3	207	What do illustrations show about the settings that the words do not tell?	2	Interpret	RL.1.3 Describe characters, settings, and major events in a story, using key details. RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
4	3	214	What details in the story describe Fox?	2	Infer, Summarize	RL.1.1 Ask and answer questions about key details in a text. RL.1.3 Describe characters, settings, and major events in a story, using key details.
4	3	214	What does Fox do? What does this show about Fox?	2	Infer, Summarize	RL.1.1 Ask and answer questions about key details in a text. RL.1.3 Describe characters, settings, and major events in a story, using key details.
4	3	215	What details describe Little Red Hen? What does she do? What does this show about her?	2	Infer, Summarize	RL.1.1 Ask and answer questions about key details in a text. RL.1.3 Describe characters, settings, and major events in a story, using key details.
5	2	52	What is the first thing cartoonists do?	1	Identify	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
5	2	52	What do cartoonists do next?	1	Identify	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
5	2	53	What do cartoonists do to finish their cartoons?	1	Identify	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
5	2	66	What is the text in Chapter 2 mostly about? What is the sidebar on page 9 about?	2	Summarize	RI.1.5 Know and use various text structures and text features to locate key facts or information in a text.
5	2	66	How is the information in the sidebar on page 11 different from the information in the text?	2	Distinguish	RI.1.5 Know and use various text structures and text features to locate key facts or information in a text.

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Unit	Week	TRS* Page	Text-Evidence Question	DOK Level	DOK Verb	Grade 1 Standard
5	2	67	Why did the author include the sidebar and sidebar photo on page 13?	2	Infer	RI.1.5 Know and use various text structures and text features to locate key facts or information in a text.
5	3	90	What do you think will happen next with the tech man?	2	Predict, Modify	RL.1.1 Ask and answer questions about key details in a text.
5	3	90	Was my prediction correct? How can I find out?	2	Predict, Modify	RL.1.1 Ask and answer questions about key details in a text.
5	3	91	How do you think the story will end?	2	Predict, Modify	RL.1.1 Ask and answer questions about key details in a text.
5	3	98	What does the office sound like? What words tell you about the noise?	1	Identify	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
5	3	98	What kinds of things does the office have in it?	1	Identify	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
5	3	99	What time of day does the story take place? What time of day does the story end?	1	Identify	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
6	2	168	What happens after the animals spend many days staring at themselves in Turtle's shell?	2	Summarize	RL.1.1 Ask and answer questions about key details in a text. RL.1.3 Describe characters, settings, and major events in a story, using key details.
6	2	169	What happens after the animals agree to Turtle's plan?	2	Summarize	RL.1.1 Ask and answer questions about key details in a text. RL.1.3 Describe characters, settings, and major events in a story, using key details.
6	2	169	What happens before Turtle falls and cracks his shell?	2	Summarize	RL.1.1 Ask and answer questions about key details in a text. RL.1.3 Describe characters, settings, and major events in a story, using key details.
6	2	176	What does the text tell you about Turtle's personality or character traits?	3	Cite Evidence	RL.1.3 Describe characters, settings, and major events in a story, using key details.
6	2	177	What do Turtle's actions and behavior tell you about him?	2	Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.
6	2	177	How does Turtle's character flaw cause a problem for him?	2	Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.
6	2	182	What lesson did Turtle learn?	2	Interpret	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
6	2	183	How did Turtle learn his lesson about being greedy and lazy?	2	Summarize, Infer	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
6	2	183	What will remind Turtle of the lesson he learned?	2	Infer	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
6	3	206	What happens before Python hides in a rabbit hole?	2	Summarize	RL.1.3 Describe characters, settings, and major events in a story, using key details.
6	3	207	What events lead to the baby owl getting knocked out of the mentest?	2	Summarize	RL.1.3 Describe characters, settings, and major events in a story, using key details.

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6	3	207	What happens when Mother Owl realizes her baby is missing?	2	Summarize	RL.1.3 Describe characters, settings, and major events in a story, using key details.
6	3	213	On page 2, how does the author describe Mosquito? What does this word tell you about Mosquito?	3	Cite Evidence, Draw Conclusions	RL.1.3 Describe characters, settings, and major events in a story, using key details.
6	3	213	On page 3, what words does the author use to describe what Iguana does? What can you tell from her actions?	3	Cite Evidence, Draw Conclusions	RL.1.3 Describe characters, settings, and major events in a story, using key details.
6	3	214	What happens to Mosquito to remind him not to lie?	1	Recall	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
6	3	214	How is Mosquito punished?	1	Recall	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
6	3	215	What lesson did Mosquito learn? What is the message or lesson of the story?	2	Summarize, Interpret	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
7	2	51	What signal word tells you what Bella and Jay do to start their time line?	1	Identify	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
7	2	51	What is the second thing that Bella and Jay do to make their time line?	1	Identify	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
7	2	52	What are some ways that time lines can look?	2	Distinguish	RI.1.5 Know and use various text structures and text features to locate key facts or information in a text. RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
7	2	52	How do time lines give details about events?	3	Cite Evidence, Draw Conclusions	RI.1.5 Know and use various text structures and text features to locate key facts or information in a text. RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
7	2	53	How is the time line in Chapter 3 the same as and different from the time line in Chapter 1?	3	Compare, Differentiate	RI.1.5 Know and use various text structures and text features to locate key facts or information in a text. RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
7	2	66	Look at the first event on the time line. What can you learn from the picture that is not in the description?	2	Distinguish, Infer	RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
7	2	67	What details do you get from the photographs that you don't find in the text?	2	Distinguish, Infer	RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
7	2	67	How do the photographs in the time line in the Conclusion add to the information in its text?	2	Distinguish, Infer	RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
7	3	89	How does the caption on page 4 help you understand the photograph above it?	2	Infer	RI.1.5 Know and use various text structures and text features to locate key facts or information in a text.
7	3	89	How do the caption and picture help you understand the main text on page 4?	2	Infer	RI.1.5 Know and use various text structures and text features to locate key facts or information in a text.

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Unit	Week	TRS* Page	Text-Evidence Question	DOK Level	DOK Verb	Grade 1 Standard
7	3	90	Why do memorials honor presidents?	3	Cite Evidence	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
7	3	90	Why do memorials honor citizens?	3	Cite Evidence	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
7	3	91	What is the same about the presidents and citizens that memorials honor?	4	Analyze, Connect	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
7	3	98	What does the little picture on page 5 show?	2	Distinguish	RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RI.1.7 Use the illustrations and details in a text to describe its key ideas.
7	3	99	What do the numbers in red circles and small pictures mean on pages 6-7?	2	Distinguish	RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RI.1.7 Use the illustrations and details in a text to describe its key ideas.
7	3	99	Look at the words and photographs on page 8. What details do you learn from the photographs that you didn't know from reading the text?	2	Distinguish, Infer	RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RI.1.7 Use the illustrations and details in a text to describe its key ideas.
8	2	168	How does the author organize the information about the moon on pages 6 and 7?	1	Identify	RI.1.5 Know and use various text structures and text features to locate key facts or information in a text.
8	2	169	How does the author organize the information about stars on pages 8 and 9?	1	Identify	RI.1.5 Know and use various text structures and text features to locate key facts or information in a text.
8	2	169	What text structure does the author use to organize the information about the sun on page 10?	1	Identify	RI.1.5 Know and use various text structures and text features to locate key facts or information in a text.
8	2	182	How are the events on page 13 connected to each other?	4	Analyze, Connect	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
8	2	182	Why do we have night?	3	Cite Evidence, Draw Conclusions	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
8	2	183	Why do we have 24 hours in a day?	3	Cite Evidence, Draw Conclusions	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
8	3	206	What causes Sun and Wind to have a contest?	2	Cause/Effect	RL.1.3 Describe characters, settings, and major events in a story, using key details.
8	3	207	What happens after the wind begins to blow?	2	Cause/Effect	RL.1.3 Describe characters, settings, and major events in a story, using key details.
8	3	207	What causes the man to take his cloak off?	2	Cause/Effect	RL.1.3 Describe characters, settings, and major events in a story, using key details.
8	3	214	Who is the narrator in The Wind and the Sun? How can you tell?	2	Identify, Infer	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
8	3	215	What are Wind and Sun like? How do they feel? How do we know?	2	Summarize, Infer	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

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Unit	Week	TRS* Page	Text-Evidence Question	DOK Level	DOK Verb	Grade 1 Standard
8	3	215	Based on Sun and Wind's words and actions throughout the story, what is the theme, or message, of the fable?	2	Interpret	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
9	2	52	Why does the girl think that food is the most important good?	3	Cite Evidence	RI.1.8 Identify the reasons an author gives to support points in a text.
9	2	53	Why does the boy think that doctors and nurses provide the most important service?	3	Cite Evidence	RI.1.8 Identify the reasons an author gives to support points in a text.
9	2	53	Why does the girl think that technology goods are important?	3	Cite Evidence	RI.1.8 Identify the reasons an author gives to support points in a text.
9	2	60	How does the information in the sections “Eating To Survive” and “Saving Lives” compare and contrast?	3	Compare, Differentiate	RI.1.1 Ask and answer questions about key details in a text. RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
9	2	61	How does the information in the sections “Using Technology” and “Helping Us Learn” compare and contrast?	3	Compare, Differentiate	RI.1.1 Ask and answer questions about key details in a text. RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
9	2	61	How are goods and services alike? How are they different?	3	Compare, Differentiate	RI.1.1 Ask and answer questions about key details in a text. RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
9	2	66	How are people who give and get services connected in the section “Eating To Survive”?	4	Analyze, Connect	RI.1.1 Ask and answer questions about key details in a text. RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
9	2	67	How are people who give and get services connected in the section “Saving Lives”?	4	Analyze, Connect	RI.1.1 Ask and answer questions about key details in a text. RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
9	2	67	How are people who give and get services connected in “Helping Us Learn”?	4	Analyze, Connect	RI.1.1 Ask and answer questions about key details in a text. RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
9	3	90	How can you tell the shoemaker was excited?	3	Cite Evidence, Critique	RL.1.3 Describe characters, settings, and major events in a story, using key details.
9	3	91	How can you tell the shoemaker is curious?	3	Cite Evidence, Critique	RL.1.3 Describe characters, settings, and major events in a story, using key details.
9	3	91	How can you tell the shoemaker is grateful?	3	Cite Evidence, Critique	RL.1.3 Describe characters, settings, and major events in a story, using key details.
9	3	98	What can you tell about the elves by what they do for the shoemaker?	2	Infer	RL.1.1 Ask and answer questions about key details in a text. RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
9	3	98	What can you tell about the shoemaker and his wife by what they did for the elves?	2	Infer	RL.1.1 Ask and answer questions about key details in a text. RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

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Unit	Week	TRS* Page	Text-Evidence Question	DOK Level	DOK Verb	Grade 1 Standard
9	3	99	Based on your answers to the first two questions, what is the central message for this story?	2	Summarize	RL.1.1 Ask and answer questions about key details in a text. RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
10	2	167	The words in this story appeal to which of your senses?	1	Identify	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
10	2	167	Which words in the story help you hear what the narrator is talking about?	1	Identify	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
10	2	168	What information in the story tells us the narrator can be noisy?	2	Infer	RL.1.1 Ask and answer questions about key details in a text. RL.1.3 Describe characters, settings, and major events in a story, using key details. RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
10	2	168	What does the illustration on page 8 tell us about how the narrator feels about storms?	2	Infer	RL.1.1 Ask and answer questions about key details in a text. RL.1.3 Describe characters, settings, and major events in a story, using key details. RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
10	2	169	What things does the narrator really like? How do you know?	2	Infer	RL.1.1 Ask and answer questions about key details in a text. RL.1.3 Describe characters, settings, and major events in a story, using key details. RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
10	2	182	What is the narrator comparing in the story?	1	Identify	RL.1.3 Describe characters, settings, and major events in a story, using key details.
10	2	182	What are the loud sounds in the story? What are the soft sounds?	1	Identify	RL.1.3 Describe characters, settings, and major events in a story, using key details.
10	2	183	Are the sounds that cheer the story narrator when she is blue loud or soft?	1	Identify	RL.1.3 Describe characters, settings, and major events in a story, using key details.
10	3	206	What does the table of contents in *The Light Around Us* tell us?	2	Interpret	RI.1.5 Know and use various text structures and text features to locate key facts or information in a text.
10	3	206	What is the definition of the word shines in this book?	1	Define	RI.1.5 Know and use various text structures and text features to locate key facts or information in a text.
10	3	207	Where in the book could we read about experiments to do with light?	1	Identify	RI.1.5 Know and use various text structures and text features to locate key facts or information in a text.
10	3	214	How do the photos on page 7 help you understand the light?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
10	3	214	What does the photo of a shadow on page 11 show that the book does not tell us?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
10	3	215	What do the photos on page 12 show us?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.

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		Letter	Number	Lexile				
1	Working Together	C	3	BR	How do pages 2 and 3 tell about working together?	2	Infer	RI.1.1 Ask and answer questions about key details in a text.
					Where do the boy and his mom water plants?	1	Identify	RI.1.1 Ask and answer questions about key details in a text.
					How does the boy on page 6 help his family?	2	Infer	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
					Who is saying the words on page 8?	2	Infer	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
					What does the word *leaves* mean on page 10?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					What does the phrase *make my bed* mean on page 12?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					What does the girl on page 15 do to help her family?	1	Identify	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					What are some ways children can help?	1	List	RI.1.1 Ask and answer questions about key details in a text.
1	Helping Friends	C	4	90L	Look at the cover. How do you know the boy is helping a friend?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					Look at the title page. How are the boys helping a friend?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					Look at page 5. When you look at this illustration, can you tell where the students are?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					Look at page 6. Are there words that help you figure out what *help* means?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at page 8. What is the meaning of *math?*	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at page 13. How is the girl helping her friend get books?	2	Infer	RI.1.1 Ask and answer questions about key details in a text.
					List two school subjects that students help friends with in the book.	1	List	RI.1.1 Ask and answer questions about key details in a text. RI.1.10a Activate prior knowledge related to the information and events in a text.
					What was the main topic of this book?	2	Infer	RI.1.2 Identify the main topic and retell key details of a text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 1 Standard(s)
		Letter	Number	Lexile				
1	Our Families Help	C	4	160L	Look at pages 2 and 3. What are muffins?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at page 5. Can you tell where the people are?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					Look at pages 8 and 9. What is the meaning of the word *vase?*	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					What do the girl and her dad do with flowers?	1	Identify	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
					Who do families in this book help?	1	Identify	RI.1.1 Ask and answer questions about key details in a text.
					What kinds of books do the boy and his mom get from the library?	1	List	RI.1.1 Ask and answer questions about key details in a text.
					How does a family help an animal in this text?	2	Infer	RI.1.1 Ask and answer questions about key details in a text.
					Look at page 16. Who is in the family that takes the dog home?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
1	Leaders Can Help	D	5	BR	Look at page 4. What words help you figure out what *leader* means?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at the picture on page 9. How is this leader helping?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					Look at page 13. What does the word *works* mean?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at the picture on page 13. Where do you think the people are? What clues tell you where the people might be?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					Look at page 16. How is the leader helping? What are your clues?	3	Cite Evidence, Infer	RI.1.1 Ask and answer questions about key details in a text.
					Can women be leaders? How do you know?	4	Analyze	RI.1.1 Ask and answer questions about key details in a text. RI.1.10a Activate prior knowledge related to the information and events in a text.
					Why do people need leaders?	4	Analyze	RI.1.1 Ask and answer questions about key details in a text. RI.1.10a Activate prior knowledge related to the information and events in a text.
					What was the main topic of this book?	2	Infer	RI.1.2 Identify the main topic and retell key details of a text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 1 Standard(s)
		Letter	Number	Lexile				
1	The School Day	D	5	230L	By looking at the illustration on page 5, what do you learn about the students' math class?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					Look at page 6. What important information do you learn about raising your hand?	2	Infer	RI.1.1 Ask and answer questions about key details in a text.
					Look at pages 6 and 7. What is the meaning of "good citizens"?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at page 10. What is the meaning of *cafeteria* in this text?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at pages 12 and 13. How does the illustration help you understand how the students play with their friends?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					Look at pages 14 and 15. What do students do in music class, according to this information?	2	Infer	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
					Look at page 16. What time does the school day end, according to this information?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					What classes do the students have during the school day?	1	List	RI.1.1 Ask and answer questions about key details in a text.
1	Vote!	D	6	120L	Look at page 5. What is one way we can vote according to this information?	2	Infer	RI.1.1 Ask and answer questions about key details in a text.
					Look at pages 8 and 9. What does the word *partner* mean?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at page 10. When you look at this picture, can you tell how the voting is being done?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					Look at pages 10 and 11. What words help you figure out what *leader* means?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at the pictures on page 14. What type of leader is the woman voting for?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					What are two main things people vote on?	1	Identify	RI.1.1 Ask and answer questions about key details in a text. RI.1.10a Activate prior knowledge related to the information and events in a text.
					Look at page 16. How are the events shown in the photos alike? How are the events different?	3	Compare, Differentiate, Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					What was the main topic of this book?	2	Infer	RI.1.2 Identify the main topic and retell key details of a text.

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		Letter	Number	Lexile				
1	Rules at School	E	7	BR	Look at pages 6 and 7. Who makes sure students follow rules at school?	1	Identify	RI.1.1 Ask and answer questions about key details in a text.
					Look at page 6. What is the first rule at school?	1	Identify	RI.1.1 Ask and answer questions about key details in a text.
					What do students do after they give their work to the teacher?	1	Identify	RI.1.1 Ask and answer questions about key details in a text.
					Look at page 10. What does the word *safe* mean?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at pages 12 and 13. What are the students doing?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					Look at page 15. What do you see?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					Look at page 16. What does the word *need* mean?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at the picture on the cover. How is the picture connected to the idea of rules at school?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
1	Remember the Rules	E	7	60L	What was the first important thing that happened in the story?	2	Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					Look at page 6. Are there words that help you figure out what *rule* means?	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					What happened when Matt went to get the snacks?	1	Identify	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					Look at page 16. What does *gym* mean?	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Retell the things Matt did that made him crash.	1	Report	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					From listening to this story, what did you find out about Matt?	1	Report	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					What happened at the end of the story?	1	Identify	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					Where did this story take place?	1	Identify	RL.1.3 Describe characters, settings, and major events in a story, using key details.

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		Letter	Number	Lexile				
1	Doing Jobs Together	E	8	200L	What job do just the two sisters do?	1	Identify	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
					What does the word *hose* mean in the text?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Why do two people clean the car?	2	Infer	RI.1.1 Ask and answer questions about key details in a text.
					Which family members clean the bathroom?	1	Identify	RI.1.1 Ask and answer questions about key details in a text.
					On page 10, who says, "My brother and I do our jobs faster by working together"?	1	Identify	RI.1.1 Ask and answer questions about key details in a text.
					Does the word *tub* have the same meaning on page 10 as it does on page 8? Explain.	3	Compare, Use Context Clues	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
					What does Dad do in the yard?	1	Identify	RI.1.1 Ask and answer questions about key details in a text.
					What does the boy do with the bowl of salad?	1	Identify	RI.1.1 Ask and answer questions about key details in a text.
1	Helping Animals	E	8	110L	Look at page 9. How is the girl helping the horse get water?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					How do you know the boy on page 11 is helping the dog?	3	Cite Evidence	RI.1.1 Ask and answer questions about key details in a text.
					Look at page 12. How can people help animals get clean?	2	Infer	RI.1.1 Ask and answer questions about key details in a text.
					Look at page 13. How does the illustration help you understand how people give an animal a bath?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					Which word on page 14 means *not well?*	2	Use Context Clues, Define	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at page 14. What words help you figure out what *vet* means?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					What are the ways people can help animals?	1	List	RI.1.1 Ask and answer questions about key details in a text.
					What was the main topic of this book?	2	Infer	RI.1.2 Identify the main topic and retell key details of a text.

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		Letter	Number	Lexile				
1	We Have Rules	F	9	290L	Look at page 4. What is one game in which rules are important?	2	Infer	RI.1.1 Ask and answer questions about key details in a text.
					Look at page 7. What chore are the boys doing?	2	Infer	RI.1.1 Ask and answer questions about key details in a text. RI.1.10a Activate prior knowledge related to the information and events in a text.
					Look at page 8. Why does the author use the word *sharing* in a book about rules?	3	Critique	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
					Look at page 9. What is one reason for talking, according to this information?	2	Infer	RI.1.8 Identify the reasons an author gives to support points in a text.
					Look at the photo on page 10. What rule about talking are the boys and girls following?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					What school activities have rules that are described in the book?	4	Analyze	RI.1.1 Ask and answer questions about key details in a text. RI.1.10a Activate prior knowledge related to the information and events in a text.
					What rules about walking are the children in the first photo following in their community?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas. RI.1.10a Activate prior knowledge related to the information and events in a text.
					Look at the photos on page 16. What rules are the people following?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas. RI.1.10a Activate prior knowledge related to the information and events in a text.
1	Rules	F	10	420L	What is a street?	1	Define	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
					What are some rules that help people stay safe in water?	1	Identify	RI.1.1 Ask and answer questions about key details in a text.
					What is a helmet?	1	Define	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
					Why must drivers pay close attention to their surroundings?	4	Analyze	RI.1.1 Ask and answer questions about key details in a text. RI.1.10a Activate prior knowledge related to the information and events in a text.
					Why do we raise our hands when we want to talk at school?	4	Analyze	RI.1.1 Ask and answer questions about key details in a text.
					What is one rule on the playground?	1	Identify	RI.1.1 Ask and answer questions about key details in a text. RI.1.10a Activate prior knowledge related to the information and events in a text.
					Why do people wear seat belts in cars?	4	Analyze	RI.1.1 Ask and answer questions about key details in a text. RI.1.10a Activate prior knowledge related to the information and events in a text.
					Why do we have rules?	4	Analyze	RI.1.1 Ask and answer questions about key details in a text. RI.1.10a Activate prior knowledge related to the information and events in a text.

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		Letter	Number	Lexile				
2	A Tug of War	C	3	220L	Reread the title. In this folktale, what is a tug of war?	1	Define	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
					What does Rabbit do that bothers Elephant?	2	Cause/Effect	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					What is the meaning of the word *swam* on page 8?	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Why do Elephant and Hippo think they should get their way?	2	Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					Why do Elephant and Hippo both think Rabbit is pulling on the other end of the rope?	2	Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					How does Rabbit tie the rope on Elephant and Hippo?	1	Identify	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					What happens at the end of the story?	2	Summarize	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					What happens to the rope when Elephant and Hippo run away?	2	Cause/Effect	RL.1.1 Ask and answer questions about key details in a text.
2	Poor Turkey Girl	C	4	170L	How does Turkey Girl help the turkeys?	2	Infer	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
					What does the word *one* on page 7 mean?	2	Use Context Clues	L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					What words does the illustration on pages 8 and 9 show?	2	Interpret	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
					Turkey Girl goes to see the turkeys on page 10. What do you think she tells the turkeys?	2	Predict	RL.1.10b Confirm predictions about what will happen next in a text
					What does the word *necklace* mean?	1	Define	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
					What instructions do the turkeys give Turkey Girl?	1	Identify	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					Look at the illustration on page 15. How can you tell which girl is Turkey Girl?	2	Interpret	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
					Why is Turkey Girl sad at the end of the story?	2	Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.

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		Letter	Number	Lexile				
2	Hansel and Gretel	D	5	60L	What is wrong with Hansel and Gretel at the beginning of the story?	1	Identify	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					Where does *Hansel and Gretel* take place?	2	Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					What do the children eat first? What do they eat next?	1	Identify	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					What does the word *too* mean on page 9?	2	Use Context Clues	L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					What does the exclamation *Help!* mean on page 14?	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					What do you think would happen if the woman caught Hansel and Gretel?	2	Predict	RL.1.10b Confirm predictions about what will happen next in a text
					What characters do we meet at the beginning, middle, and end of the story?	1	List	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					In your own words, tell how *Hansel and Gretel* ends.	2	Summarize	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
2	Hercules and the Stables	D	5	260L	In a myth, the hero usually has some kind of "super power." What is Hercules's super power?	2	Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					What does Hercules expect to get for cleaning the stables? Does he get what he wants?	4	Analyze, Identify	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					Look at page 6. What are stables?	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					What task does the king give Hercules to do?	1	Identify	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					What does the word *path* mean on page 11?	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Which character at first decides not to keep his word?	1	Identify	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					What happens at the end of the story that makes the king give Hercules the cows?	2	Infer, Cause/Effect	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					In your own words, retell the important events in *Hercules and the Stables.*	2	Summarize, Distinguish	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

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		Letter	Number	Lexile				
2	Chicken Little	D	5	180L	How do you think Chicken Little feels when the acorn falls on him?	2	Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					What does "Oh no!" mean on page 5?	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					What is a king?	1	Define	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
					How does Chicken Little hold his hand when he talks to his friends and the king?	1	Describe	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					What kinds of animals come with Chicken Little to see the king?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					Where do the animals look when they walk along with Chicken Little?	1	Identify	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					Why do you think Turkey is holding an umbrella on page 15?	2	Infer	RL.1.1 Ask and answer questions about key details in a text.
					What does the king call Chicken Little?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
2	Neighbors at Play	D	6	250L	Where does the story take place?	2	Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					Which neighbors does Little Elephant try to play with first?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					What do the lions do in the story?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					What does the word *slide* mean in the story?	1	Define	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
					What does the word *trunk* mean in the story?	1	Define	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
					What problem does Little Elephant have in the story?	2	Infer	RL.1.1 Ask and answer questions about key details in a text.
					What happens when Little Elephant begins playing with the big elephants?	2	Cause/Effect	RL.1.1 Ask and answer questions about key details in a text.
					Retell the story in the order that the events happen.	2	Summarize	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

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		Letter	Number	Lexile				
2	Issun Boshi	D	6	150L	What do the old man and woman wish for at the beginning of the story?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					What does the name *Issun Boshi* mean?	1	Define	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
					How does Issun Boshi show he is brave on page 6?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					Why does Issun Boshi leave his parents?	2	Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					What is a giant?	1	Define	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
					What makes the giant say “Ouch!” on page 13?	2	Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					What is the meaning of *back* on page 14?	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
					Why is everyone very happy at the end of the story?	2	Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.
2	Clean Up! Our Earth Day Project	E	7	70L	Why do the children want to clean up the park?	2	Infer	RL.1.1 Ask and answer questions about key details in a text.
					What is a park?	1	Define	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
					How would you describe the children in this story?	1	Describe	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					Is the cleanup project easy or hard?	1	Describe	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					What is the meaning of *barked* on page 12?	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Why does Moochie run off?	2	Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					Where does this story take place?	2	Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					What happens at the beginning of the story? In the middle? At the end?	2	Summarize	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

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		Letter	Number	Lexile				
2	The Princess and the Pea	E	7	210L	How do the king and queen try to make the prince feel better when he is sad?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					What does the girl look like when she comes to the castle?	1	Describe	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					What is a pea?	1	Define	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
					What are mattresses?	1	Define	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
					Why does the queen put a pea under 20 mattresses?	2	Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					When do the queen, king, and prince find out if the girl is a princess?	1	Identify	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					How does the prince feel when he finds out the girl didn't sleep?	2	Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					Who is in all the illustrations but not mentioned in the fairy tale? What jobs does this character do?	4	Analyze, Interpret	RL.1.3 Describe characters, settings, and major events in a story, using key details. RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
2	Cinderella	E	8	110L	How does Mother feel about Cinderella?	2	Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					What is a fairy godmother?	1	Define	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
					What is the meaning of the word *dress* in the story?	1	Define	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
					What does the fairy godmother tell Cinderella not to forget?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					What happens at 12:00?	1	Identify	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					How will the prince know when he finds Cinderella?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					What are the two main settings of this fairy tale?	2	Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					How does Cinderella's appearance change during the story?	3	Compare, Describe	RL.1.3 Describe characters, settings, and major events in a story, using key details.

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		Letter	Number	Lexile				
2	City Mouse and Country Mouse	F	10	220L	What does City Mouse think is missing in the country?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					What does the word *along* mean on page 6?	2	Use Context Clues	L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					What is the meaning of *kinds* on page 8?	2	Use Context Clues	L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Where do City Mouse and Country Mouse get food when they are in the city?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					What does Country Mouse think about the food in the city? How do you know?	3	Cite Evidence, Infer	RL.1.1 Ask and answer questions about key details in a text.
					What does City Mouse tell Country Mouse about the cat?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					What lesson does Country Mouse learn from this fable?	2	Infer	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
					How are the two settings in the story alike and different?	3	Compare, Differentiate	RL.1.3 Describe characters, settings, and major events in a story, using key details.
2	The Little Red Hen	F	10	250L	Look at page 5. What does *relaxing* mean?	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					How does the illustration on page 6 help you understand what Cat means when he says he likes his chair?	2	Interpret	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
					What is a mill?	1	Define	RL.1.1 Ask and answer questions about key details in a text.
					How does the illustration on page 12 help you understand how Hen takes the grain to the mill?	2	Interpret	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
					What steps does Hen take in order to have flour to make bread?	1	Identify, List	RL.1.1 Ask and answer questions about key details in a text.
					Why does Hen ask the other animals to help her?	4	Analyze	RL.1.1 Ask and answer questions about key details in a text.
					How does Hen feel at the end of the story?	2	Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					What lesson can readers learn from this folktale?	2	Infer	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

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3	Ducklings Grow Up	D	5	70L	Look at the cover. How many ducklings are there?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					Look at page 6. Are there words that help you figure out what *eggs* means?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at page 5. When you look at this illustration, can you tell where the eggs are?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					Look at page 11. Where are the ducks walking?	2	Infer	RI.1.1 Ask and answer questions about key details in a text.
					Look at page 13. Who is swimming with the ducklings?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					Look at page 16. What does the first word tell you to do?	1	Define	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
					Tell two ways ducklings get around.	1	Report	RI.1.10a Activate prior knowledge related to the information and events in a text.
					What was the main topic of this book?	2	Infer	RI.1.2 Identify the main topic and retell key details of a text.
3	Johnny Appleseed	D	5	120L	Look at pages 6 and 7. What is the meaning of the word *cans* on page 7?	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at page 7. What does the illustration show about Johnny's life?	2	Interpret	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
					Look at pages 8 and 9. Who are Johnny's friends, according to this information?	1	List	RL.1.1 Ask and answer questions about key details in a text.
					Look at page 11. What is the meaning of *plants* in this text?	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					How many seeds does Johnny plant? How many trees does he have?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					Look at pages 14 and 15. What can you conclude about how many apples grow on one apple tree?	3	Draw Conclusions	RL.1.1 Ask and answer questions about key details in a text.
					Look at page 15. How does the illustration help you understand what Johnny did with the apples he grew?	2	Interpret	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
					What steps for growing apples are described in the book?	1	Identify, List	RL.1.1 Ask and answer questions about key details in a text.

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		Letter	Number	Lexile				
3	Every Tree Has a Life Cycle	D	6	130L	Look at page 7. Which words help you figure out what *roots* means?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at pages 6 to 10. What does the word *seed* mean?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at the pictures on pages 9 and 11. How are the plants in the photos alike? How are they different?	3	Compare, Differentiate, Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					Did the author tell you more than one thing about flowers growing on a tree? What did the author tell you?	1	Identify	RI.1.8 Identify the reasons an author gives to support points in a text.
					Look at the picture on page 16. What stage of the tree's life cycle is pictured?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					List the stages of a tree's growth, as described in the book.	1	List	RI.1.1 Ask and answer questions about key details in a text.
					Why are the stages of a tree's life called a cycle?	1	Define	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
					What was the main topic of this book?	2	Infer	RI.1.2 Identify the main topic and retell key details of a text.
3	Baby Bumblebee	E	8	180L	What is the first event in the story?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					Why does Susie decide to bring the bumblebee home to Mommy?	2	Infer	RL.1.1 Ask and answer questions about key details in a text.
					What can you tell about the bumblebee?	1	Describe	RL.1.1 Ask and answer questions about key details in a text.
					What does the word *store* mean in this story?	1	Define	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
					How does the woman at the store feel about the bumblebee?	2	Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					What details can you tell about Susie's home?	1	Describe	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					What happens when Susie first gets home?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					What is the difference between the words *sting* on page 14 and *stung* on page 16?	3	Differentiate, Define	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses

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		Letter	Number	Lexile				
3	A Seed Needs Help	E	8	210L	Look at page 6. What does *gardener* mean?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
					Look at pages 6 and 7. What is *soil* according to the illustration?	2	Interpret, Define	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					How do you know how a gardener plants a seed?	3	Cite Evidence	RI.1.1 Ask and answer questions about key details in a text.
					Look at page 10. Which word tells you how the sun helps the seed?	2	Use Context Clues	RI.1.1 Ask and answer questions about key details in a text. L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at page 12. When you look at this picture, can you tell where a root grows?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					Look at page 13. What happens after a seed gets roots and a stem?	2	Cause/Effect, Identify	RI.1.1 Ask and answer questions about key details in a text.
					Look at page 16. Is there a word in the book that helps you figure out what a pepper is?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					What is the main idea of this book?	2	Infer	RI.1.2 Identify the main topic and retell key details of a text.
3	Penguins in Antarctica	E	8	400L	Look at page 2. How does the picture help you understand where Antarctica is?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					Why are penguins unusual birds?	3	Cite Evidence	RI.1.1 Ask and answer questions about key details in a text.
					Look at page 7. What does the word *bellies* mean in this text?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					What are three ways penguins move from place to place?	1	Identify, List	RI.1.1 Ask and answer questions about key details in a text.
					The text on page 9 says that penguins in Antarctica need to stay warm. How does the photograph help you understand this information?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					What do penguins have that help them stay warm?	1	Identify	RI.1.1 Ask and answer questions about key details in a text.
					Look at page 14. What does the word *dive* mean in this text?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					What do penguins eat?	1	Identify	RI.1.1 Ask and answer questions about key details in a text.

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		Letter	Number	Lexile				
3	A Frog Someday	F	9	250L	What happened at the beginning of the story?	1	Identify	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					What two things could the frog do that the tadpole could not do?	3	Differentiate, List	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					Why could the tadpole not eat flies?	2	Infer	RL.1.1 Ask and answer questions about key details in a text.
					Look at page 4. What word on the page made you feel like you could almost see the frog's tongue?	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					How did the tadpole's brother, the frog, treat the tadpole?	2	Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					Look at page 7. Are there words that help you figure out what *tadpole* means?	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					What lesson did you learn from this story?	2	Infer	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
					Where did this story take place?	2	Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.
3	Watch a Frog Grow	F	9	350L	Look at page 4. What is the frog's home like?	2	Interpret, Describe	RI.1.1 Ask and answer questions about key details in a text.
					When and where do frogs lay eggs?	1	Report	RI.1.1 Ask and answer questions about key details in a text.
					Look at page 8. What is the meaning of *tadpoles?*	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at the photo on page 8. What can you tell about tadpoles from this photo?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					Look at page 11. What words help you figure out what *lungs* means?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at page 15. What are two ways a frog can move?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					What happens to a tadpole as it grows into a frog?	1	Describe	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
					What are the three stages of a frog's life?	1	List	RI.1.1 Ask and answer questions about key details in a text.

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		Letter	Number	Lexile				
3	Little Lion	F	9	390L	What is Little Lion's color like?	1	Describe	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					Look at page 5. What is the meaning of *wish*?	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at page 8. What is the meaning of *stripes*?	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					What animals does Little Lion want to look like?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					Look at page 11. What are the gazelles doing? What is Mother Lion doing?	2	Interpret	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					How do the lions feel when the leopard walks on by? Why?	4	Analyze	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					What does Little Lion fear when he sees the big lion?	2	Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					What words does the illustration on page 16 show?	2	Interpret	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
3	How Raven Became Black…	F	10	260L	What do Raven and Owl argue about?	1	Identify	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					What is a bird?	1	Define	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
					How does Raven make fun of Owl?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					Why does Owl jump on Raven?	2	Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					What is mud?	1	Define	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
					How does Raven trick Owl into helping him out of the mud?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					How does Owl help Raven get out of the puddle?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					How does Owl end up with spots?	2	Cause/Effect, Identify	RL.1.1 Ask and answer questions about key details in a text.

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		Letter	Number	Lexile				
3	How Does a Cactus Grow?	G	11	330L	Look at page 7. How do cactus seeds spread?	1	Describe	RI.1.1 Ask and answer questions about key details in a text.
					Look at pages 10 and 11. How are the trunk and the sharp spines of a cactus alike?	3	Compare	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
					Look at page 11. What is the meaning of *spines* in this book?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at pages 12 and 13. Is a cactus with fruit young or old? How can you tell?	3	Cite Evidence, Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					Look at page 14. How does the trunk help the cactus survive?	4	Apply Concepts	RI.1.1 Ask and answer questions about key details in a text.
					What is the meaning of *desert?*	1	Define	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
					What parts of a cactus does the book describe?	1	List	RI.1.1 Ask and answer questions about key details in a text.
					What is the topic of this book?	2	Infer	RI.1.2 Identify the main topic and retell key details of a text.
3	Watch a Butterfly Grow	H	13	340L	Look at pages 4 and 5. What does *stages* mean in this text?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at page 7. What does *hatches* mean in this text?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at page 10. What does the caterpillar do after it stops growing?	1	Identify	RI.1.1 Ask and answer questions about key details in a text.
					Look at the photo on page 10. Where is the caterpillar? What is the caterpillar's position?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					Look at page 13. Why do butterflies live near flowers?	2	Infer	RI.1.1 Ask and answer questions about key details in a text.
					What are the four stages of a butterfly's life?	1	List	RI.1.1 Ask and answer questions about key details in a text.
					Look at pages 14 and 15. What stage does each photo show?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					What is the main topic of this book?	2	Infer	RI.1.2 Identify the main topic and retell key details of a text.

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		Letter	Number	Lexile				
4	How the Camel Got Its Hump	D	5	110L	Who asks Camel to help?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					What does Camel do while the other animals work?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					What type of work are the characters doing in the story?	2	Summarize	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
					What does Camel mean when he says *Humph!* on page 5?	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					How can we tell from the beginning of the story that Camel is going to change?	2	Predict	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					How does Camel feel when he gets a bump and a hump?	2	Infer	RL.1.1 Ask and answer questions about key details in a text.
					What is a hump?	1	Define	RL.1.1 Ask and answer questions about key details in a text.
					What happens at the end of the story?	2	Summarize	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
4	The Fourth! Our Show	E	7	140L	What is Anna's idea for something to do on the Fourth of July?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					Where do the children have their show?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					How do the parents help with the show? What clues help you infer this?	3	Cite Evidence, Infer	RL.1.1 Ask and answer questions about key details in a text.
					What part does Martin play? Anna? Zack?	1	Identify, List	RL.1.1 Ask and answer questions about key details in a text.
					Look at page 7. What does the word *celebrate* mean? How can you tell?	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					What problem does Kaylee have during the show?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					Look at page 13. Which words match the illustration?	2	Interpret	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
					What do the children do at the end of the show?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.

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		Letter	Number	Lexile				
4	Who Will Bell the Cat?	E	8	200L	Look at page 4. What is the meaning of *peacefully*?	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at pages 4 and 5. What does the illustration show about how the mice live and spend their time?	2	Interpret	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
					What happens to change the mice's life?	1	Identify	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					What do you learn about Old Mouse from the Illustration on page 9?	2	Interpret	RL.1.1 Ask and answer questions about key details in a text.
					Look at page 10. What is a bell?	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					What does Old Mouse ask after Short Mouse tells his idea?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					How does the story end?	2	Summarize	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
					What lesson does this fable teach?	2	Infer	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

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		Letter	Number	Lexile				
4	Tim and Maya in China	E	8	280L	Who are the main characters in the story?	2	Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					Look at page 2. Where does this part of the story take place?	2	Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					How do Tim and Maya and their parents get to China?	1	Identify	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					What sights does the family see in China before they visit a family?	1	List	RL.1.1 Ask and answer questions about key details in a text.
					Look at page 9. What is the meaning of *miss* in this story?	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at page 13. What is the meaning of *kind* in this story?	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					What do Tim and Maya do at the Chinese family's home?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					What is Maya's favorite part of the trip to China?	2	Infer	RL.1.1 Ask and answer questions about key details in a text.

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		Letter	Number	Lexile				
4	Liam's Library	F	9	270L	Who is the main character in Liam's Library? How do you know? What are three words you could use to describe the main character?	3	Cite Evidence, Infer, Describe	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					What are three questions Liam wonders about?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					People keep telling Liam, "Look it up." What does it mean to look something up? What details in the book help you understand this?	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					How is Liam's teacher like the other adults in the story? How is he different?	3	Compare, Differentiate	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					Reread pages 10 and 11. What does Liam learn about bugs? About buses?	1	Report	RL.1.1 Ask and answer questions about key details in a text.
					Look at page 11. What is an engine? How can you tell?	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Does Liam read only in the library? How can you tell?	3	Cite Evidence, Infer	RL.1.1 Ask and answer questions about key details in a text.
					What big lesson does Liam learn in Liam's Library?	2	Infer	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
4	The Crowded Hut	F	9	280L	In what kind of house do Ben and his family live?	1	Describe	RL.1.1 Ask and answer questions about key details in a text.
					What is a market?	1	Define	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
					What does Ben's wife do?	1	Identify	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					How does Ben feel about the animals in the hut?	2	Infer	RL.1.1 Ask and answer questions about key details in a text.
					What is the meaning of *yard* in this story?	1	Define	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
					What is the most important setting of the story?	2	Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					What is the lesson of this fable?	2	Infer	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
					Why does Ben think the hut is so big and quiet at the end of the story?	4	Analyze	RL.1.3 Describe characters, settings, and major events in a story, using key details.

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		Letter	Number	Lexile				
4	Mojave Mutt	F	10	230L	What can you tell about the place where this story happens?	1	Describe	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					Throughout the story, Mutt sniffs things. What does *sniff* mean? What clues help you understand this?	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					What does Mutt sniff along the way as he tries to find the good smell?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					Look at the word *Ouch* on page 10. What does this word mean? Why does the author use it here?	3	Critique, Use Context Clues	RL.1.1 Ask and answer questions about key details in a text. RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
					Look at page 11. How does the iguana feel when she wakes up? How do her feelings change?	2	Infer, Summarize	RL.1.1 Ask and answer questions about key details in a text. RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
					Reread page 14. Do dogs and iguanas eat the same thing? How can you tell?	3	Cite Evidence, Compare	RL.1.1 Ask and answer questions about key details in a text.
					What makes the good smell that Mutt notices at the beginning of the story?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					Look at page 16. What does the iguana give Mutt?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
4	Old MacDonald	F	10	480L	What is the meaning of the word *ducks* on page 6?	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					What does the woman say about the animals on the farm?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					What is the meaning of the word *had* on page 8?	2	Use Context Clues	L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					What are the cows doing on pages 10 and 11?	2	Infer	RL.1.1 Ask and answer questions about key details in a text.
					What details does the author give about the horses?	3	Cite Evidence	RL.1.1 Ask and answer questions about key details in a text.
					How does Old MacDonald feel when he visits each type of animal on his farm?	2	Infer	RL.1.1 Ask and answer questions about key details in a text.
					What noises do the animals make?	1	List	RL.1.1 Ask and answer questions about key details in a text.
					Look at the illustration on page 16. Why does Old MacDonald say "Quiet!"?	2	Interpret	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

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		Letter	Number	Lexile				
4	A New Friend	G	11	380L	Look at page 3. What is the meaning of the phrase *moving in?*	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					How does Katie feel when she sees Ellen and Matt for the first time? Why?	2	Infer	RL.1.1 Ask and answer questions about key details in a text.
					Look at page 6. What is the meaning of the word *porch?*	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at page 8. What do Ellen and Matt see in Katie's ear?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					Why does Katie feel sad in the middle of the story?	2	Infer	RL.1.1 Ask and answer questions about key details in a text.
					Why don't Ellen and Matt want to play with Katie after they first meet her?	2	Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					Look at page 14. How would you describe the sign language for the word *hat?*	2	Interpret, Describe	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
					Where does the story take place?	2	Infer	RL.1.1 Ask and answer questions about key details in a text.
4	Mutt in Michigan	G	11	300L	Where is Mutt's family during most of the story?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					What is the meaning of the word *cool* on page 4?	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Why does Mutt jump out of the car?	2	Infer	RL.1.1 Ask and answer questions about key details in a text.
					What is the meaning of the word *saw* on page 8?	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					What words tell us that the goose doesn't want to help Mutt?	3	Cite Evidence	RL.1.1 Ask and answer questions about key details in a text.
					Why does Mutt stop swimming after the shiny thing?	2	Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					How does Mutt learn what the shiny thing is? What is it?	3	Cite Evidence, Identify	RL.1.1 Ask and answer questions about key details in a text.
					Where is Mutt at the end of the story?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.

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		Letter	Number	Lexile				
4	Albert's Nest	G	11	360L	Look at the picture on page 3. How does this illustration help you understand Albert's problem?	2	Interpret	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
					Reread pages 4 and 5. Why is Albert always tired when he gets up in the morning?	2	Cause/Effect	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					On page 6, the text says, "Albert has an idea." What is Albert's great idea?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					What does Albert try first to make his nest? What does he try next?	1	Identify	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					What does the word *blowing* mean on page 11? What clues help you figure this out?	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at pages 12 and 13. Why can't Albert make his nest out of wood?	2	Infer	RL.1.1 Ask and answer questions about key details in a text.
					Look at page 14. What does the phrase *give up* mean? What clues help you understand this?	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at page 15. What can you tell from this illustration about how Albert feels?	2	Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.
4	The Gingerbread Man	H	14	450L	Why does the gingerbread man run away?	2	Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					Look at page 6. What is the meaning of *quick?*	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Who chases the gingerbread man?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					What does the gingerbread man say to each pair of characters who chase him?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					Look at page 12. What is the meaning of *closer?*	2	Use Context Clues	L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Why does the gingerbread man let the fox take him across the river?	2	Cause/Effect	RL.1.1 Ask and answer questions about key details in a text.
					What do you learn about the fox from this story?	2	Infer	RL.1.1 Ask and answer questions about key details in a text.
					What happens at the end of the story?	2	Summarize	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

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		Letter	Number	Lexile				
5	Communication Then and Now	E	7	80L	What is the meaning of the word *community?* What clues helped you figure it out?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at the photograph on page 8. Is it from long ago or from today? How can you tell?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					Reread the chapter titled "How Have Communities Changed?" What is the information in this chapter mostly about?	2	Summarize	RI.1.2 Identify the main topic and retell key details of a text.
					Why do you think schools changed from being open in winter and summer to being open most of the year? What clues help you make this inference?	4	Analyze, Cite Evidence	RI.1.1 Ask and answer questions about key details in a text.
					How did transportation change communities? How does it continue to change communities?	4	Analyze	RI.1.1 Ask and answer questions about key details in a text.
					What does the word *technology* mean? How can you tell?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at page 17. Tell in your own words how technology helps a community.	2	Summarize	RI.1.2 Identify the main topic and retell key details of a text.
					How are the families on page 19 alike? How are they different?	3	Compare, Differentiate	RI.1.1 Ask and answer questions about key details in a text.
5	People Who Use Magnets at Work	E	8	440L	What is one way doctors use magnets?	1	Identify	RI.1.1 Ask and answer questions about key details in a text.
					What is the difference between the word *work* on page 2 and the word *work* on page 4?	3	Differentiate, Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
					Look at pages 6 and 7. What is the woman taping?	1	Identify	RI.1.1 Ask and answer questions about key details in a text.
					What kind of information do you think the machine reads on the magnets on a credit card?	4	Apply Concepts	RI.1.1 Ask and answer questions about key details in a text.
					What is the meaning of drill in this book?	1	Define	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
					Look at the photograph on page 13. What is the woman using that has a magnet?	4	Apply Concepts, Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					Look at the photograph on page 15. Why would a compass be helpful on a boat?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					Reread the title. What examples of people who use magnets at work does the author include?	1	List	RI.1.1 Ask and answer questions about key details in a text.

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5	Farther and Faster	F	9	380L	Look at page 4. How are people going places in the photograph?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					Look at page 12. What is the meaning of *rafts?*	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					People went places on land long ago. What other kinds of places did they go?	1	List	RI.1.1 Ask and answer questions about key details in a text. RI.1.10a Activate prior knowledge related to the information and events in a text
					Look at page 14. How do you think people felt about a balloon that could take people in the air long ago? How can you tell?	3	Cite Evidence, Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					Look at page 15. What is the meaning of *jet?*	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at page 16. Where do people go now that they did not go before?	2	Infer	RI.1.1 Ask and answer questions about key details in a text.
					What were ways that people went places long ago?	1	List	RI.1.1 Ask and answer questions about key details in a text. RI.1.10a Activate prior knowledge related to the information and events in a text
					Look at the title page. What main idea of the book does the photograph communicate?	2	Interpret	RI.1.2 Identify the main topic and retell key details of a text. RI.1.7 Use the illustrations and details in a text to describe its key ideas.

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		Letter	Number	Lexile				
5	Build Your Own Library	F	9	480L	Where is the biggest library in the world? How many books does it have?	1	Report	RI.1.1 Ask and answer questions about key details in a text.
					Besides books, what do you need first to build your own library?	2	Infer	RI.1.1 Ask and answer questions about key details in a text.
					Look at page 8. What does the word *sort* mean? Which details in the text help you understand this?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at page 8. What are some examples of subjects in this girl's library?	1	List	RI.1.1 Ask and answer questions about key details in a text.
					Look at the caption on page 9. How do you put books in alphabetical order? How does the list on the page help you understand this?	4	Apply Concepts, Infer, List	RI.1.1 Ask and answer questions about key details in a text. RI.1.5 Know and use various text structures and text features to locate key facts or information in a text
					Reread pages 11 and 12. How does having a catalog help you find books easily?	2	Infer	RI.1.1 Ask and answer questions about key details in a text.
					Look at the text and pictures on pages 14 and 15. What information is good to include on a checkout list?	4	Synthesize	RI.1.1 Ask and answer questions about key details in a text. RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					What is the meaning of *borrows* on page 15? What clues help you figure that out?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
5	What Pushes? What Pulls?	F	10	230L	Look at page 4. What words help you know the meaning of *machine?*	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at pages 6 and 7. What is the meaning of *pulley?*	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at page 10. Describe the simple machine shown in the photo. How does it help the man do work?	2	Interpret, Describe	RI.1.1 Ask and answer questions about key details in a text. RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					Look at page 11. What would happen if the man did not have simple machines?	3	Hypothesize	RI.1.1 Ask and answer questions about key details in a text.
					Look at page 12. How can you move things on a ramp?	2	Infer	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
					What simple machine are the children using in the photo on the cover?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					What jobs that can be done by a pulley are described in this book?	4	Apply Concepts	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
					What are the two main simple machines described in this book?	1	Identify	RI.1.1 Ask and answer questions about key details in a text.

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		Letter	Number	Lexile				
5	Ellen Ochoa	F	10	520L	What was Ellen Ochoa first to do?	1	Report	RI.1.1 Ask and answer questions about key details in a text.
					What is a flute?	1	Define	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
					What kinds of things did Ellen Ochoa like that got her involved in exploring space?	1	Identify	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
					What is the space station?	1	Define	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
					How do astronauts move about inside vehicles in space?	2	Infer	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
					What do astronauts wear?	1	List	RI.1.1 Ask and answer questions about key details in a text.
					What are some things that make being an astronaut challenging?	3	Apprise, List	RI.1.1 Ask and answer questions about key details in a text. RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
					Where does Ellen Ochoa work now? What does she do?	1	Identify	RI.1.1 Ask and answer questions about key details in a text.
5	Jacques Cousteau	G	11	560L	Why do you think Jacques Cousteau needed a big boat when he went out to sea?	2	Infer	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
					What is the Aqualung?	1	Define	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
					What is the meaning of *diver?*	1	Define	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
					What can we learn about life under the sea from the photograph on page 7?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					What things did Jacques Cousteau invent that help people explore under the sea?	1	List	RI.1.1 Ask and answer questions about key details in a text.
					What are some things Jacques Cousteau featured on his TV show?	1	List	RI.1.1 Ask and answer questions about key details in a text.
					How does oil affect the seal on page 15?	2	Interpret	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
					Why did the author write this biography of Jacques Cousteau?	3	Critique	RI.1.8 Identify the reasons an author gives to support points in a text.

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		Letter	Number	Lexile				
5	Water Works	G	12	250L	Look at page 8. How do rivers and lakes get water?	4	Apply Concepts	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
					Where do we find the water we use?	1	Identify	RI.1.1 Ask and answer questions about key details in a text.
					Look at page 9. What is a *dam?*	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
					What do people use to get water from the ground?	1	Identify	RI.1.1 Ask and answer questions about key details in a text.
					Look at page 11. Describe where the well is located.	1	Describe	RI.1.1 Ask and answer questions about key details in a text.
					Look at page 11. How does the water flow into the house?	2	Infer	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
					What words help you understand the meaning of *electricity?*	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
					What is the main topic of this book?	2	Infer	RI.1.2 Identify the main topic and retell key details of a text.
5	Wind	G	12	410L	What does the word *powering* mean on page 4?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
					What kind of wind can make a sailboat move across the lake?	2	Cause/Effect	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
					Look at pages 6 and 7. What can a flag tell you about the wind?	2	Infer	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
					What are some ways wind can help people?	4	Analyze, List	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
					What can happen when wind moves too fast?	4	Apply Concepts, Cause/Effect	RI.1.1 Ask and answer questions about key details in a text.
					What is a wind sock?	1	Define	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
					How are a wind sock and a weather vane alike?	3	Compare	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
					Look at the photograph on page 16. Is the wind helping or hurting those people? How do you know?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.

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		Letter	Number	Lexile				
5	Technology Today	G	12	510L	Why did the authors write this book?	3	Critique	RI.1.8 Identify the reasons an author gives to support points in a text.
					How has technology changed the way we cook?	2	Infer	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
					How did people see at night long ago?	1	List	RI.1.1 Ask and answer questions about key details in a text. RI.1.10a Activate prior knowledge related to the information and events in a text
					What are lamps?	1	Define	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
					How was cooking long ago like using candles?	2	Infer	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.10a Activate prior knowledge related to the information and events in a text
					How did the invention of cars help people?	2	Infer	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.10a Activate prior knowledge related to the information and events in a text
					What do people use brooms and vacuums for?	2	Infer	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.10a Activate prior knowledge related to the information and events in a text
					What does the word *fan* mean in this book?	1	Define	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text

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		Letter	Number	Lexile				
5	Communication	H	13	300L	How did people communicate before they wrote letters and words?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at page 5. What is the meaning of *alphabet?*	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at page 7. What are *newspapers?*	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at page 8. How are a telegraph and a telephone alike and different?	3	Compare, Differentiate	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
					Look at page 9. How were television and radio alike?	3	Compare	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
					Look at page 12. How have telephones changed?	3	Assess	RI.1.1 Ask and answer questions about key details in a text. RI.1.10a Activate prior knowledge related to the information and events in a text
					How is communication today like communication in earlier times?	3	Compare	RI.1.1 Ask and answer questions about key details in a text. RI.1.10a Activate prior knowledge related to the information and events in a text
					Look at the cover illustration. What main idea of the book does it communicate?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.

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		Letter	Number	Lexile				
5	Make a Sundial	H	14	520L	Look at page 3. What are some things that help people tell time?	1	List	RI.1.1 Ask and answer questions about key details in a text.
					Look at page 6. What words help you understand the meaning of the word *sundial*?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at page 7. What is the meaning of the word *shadow*?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					What three parts must a sundial have?	1	Identify	RI.1.1 Ask and answer questions about key details in a text.
					Would the sundial on page 7 be able to show 10 o'clock at night? Why or why not?	4	Apply Concepts	RI.1.1 Ask and answer questions about key details in a text.
					What do you need to make a sundial?	1	Identify	RI.1.1 Ask and answer questions about key details in a text.
					Why do you need to put clay in the middle of the sundial?	2	Infer	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
					You have painted your sundial and put a pencil in the center. What is the next step?	4	Apply Concepts, Infer, List	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

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		Letter	Number	Lexile				
6	A Wolf, A Girl, and Her Grandma	E	8	60L	What is the first event in the story?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					Where is Little Red going?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					Where do the events in A Wolf, a Girl, and Her Grandma take place?	2	Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					Does Big Bad Wolf like pie?	2	Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					Why isn't Big Bad Wolf able to get the pies in the woods?	2	Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					What is Big Bad Wolf's last plan to get the pies? Does it work?	2	Infer, Identify	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					What does the phrase *play a trick* mean on page 10?	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
6	The Wind and the Sun	F	9	220L	What is the meaning of *strong* on page 5?	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					What two things does the sun say it can do that shows it is strong?	1	Identify, List	RL.1.1 Ask and answer questions about key details in a text.
					Why do the wind and the sun pick the man to help them decide who is stronger?	2	Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					What must the sun or the wind do to win the contest?	1	Identify	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					Look at page 13. What is the meaning of *harder?*	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					What does the man do as the wind blows harder and harder?	2	Cause/Effect	RL.1.1 Ask and answer questions about key details in a text.
					How do the sun and the wind feel about each other?	2	Relate	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					What lesson does the fable teach?	2	Infer	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

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6	The Milkmaid and Her Pail	F	10	270L	Reread pages 7-9. What is Patty's problem?	2	Infer	RL.1.1 Ask and answer questions about key details in a text.
					How do the illustrations on pages 5 and 9 give you a clue about what will happen in the story?	2	Interpret, Predict	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. RL.1.10b Confirm predictions about what will happen next in a text
					How does the illustration on pages 10 and 11 help you understand the type of market Patty is going to?	2	Interpret	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
					Look at page 11. What is the meaning of *idea?*	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					What plan does Patty have to make more money?	2	Summarize	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
					Look at page 14. What is the meaning of *village?*	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					What is the main reason Patty spills the milk from her pail?	2	Cause/Effect, Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					What lesson can readers learn from this fable?	2	Infer	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
6	How Bear Lost His Tail	F	10	290L	How does Bear's tail look at the beginning of the story?	1	Describe	RL.1.1 Ask and answer questions about key details in a text.
					What is the meaning of the word *thought* on page 2?	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					What does Fox think of Bear's bragging?	2	Infer	RL.1.1 Ask and answer questions about key details in a text.
					What is the meaning of the word *frozen* on page 5?	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					What does Bear think of Fox's catch?	2	Infer	RL.1.1 Ask and answer questions about key details in a text.
					What lie does Fox tell Bear?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					What happens to Bear's tail?	1	Identify	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					What does this story explain?	2	Infer	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

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6	The Boy Who Cried Wolf	G	11	230L	Who is the main character in this fable? What word best describes this character? Why?	2	Infer, Describe	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					What does the word *forest* mean on page 5?	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
					What does the phrase *happy with himself* mean on page 9?	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					What happens the third time the boy cries for help?	1	Identify	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					Why doesn't anyone come to help the boy when he really needs it?	2	Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					How does the boy feel at the end of the story?	2	Infer	RL.1.1 Ask and answer questions about key details in a text.
					Retell three important events from the story in the order they happen.	2	Infer, List	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					In your own words, tell the lesson this fable teaches.	2	Summarize	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
6	The Emperor's New Clothes	G	11	280L	What is the meaning of the word *emperor?*	1	Define	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
					What do the first two tailors offer the emperor?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					What is the meaning of *party* in this story?	1	Define	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
					Look at the illustrations of the people at the party. How do they react to seeing the emperor with no clothes?	2	Interpret	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
					Why do the emperor, helpers, and people at the party lie about seeing the clothes?	2	Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					How does the emperor find out he is not wearing clothes?	1	Identify	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					Look at the Illustration on page 15. How does the emperor feel when he knows he has been tricked? How can you tell?	2	Interpret	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
					What is a lesson that this fairy tale teaches?	2	Infer	RL.1.1 Ask and answer questions about key details in a text.

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		Letter	Number	Lexile				
6	The Ugly Duckling	G	12	200L	Look at page 4. What is a duckling?	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at pages 4 and 5. What clues do the eggs in the illustrations give about one duckling being different?	2	Interpret	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
					What is the meaning of *ugly* on page 5?	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Why do the ducks on page 6 think the duckling is ugly?	2	Infer	RL.1.1 Ask and answer questions about key details in a text.
					What does the duckling do when the leaves and snow fall?	1	Identify	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					What does the duckling find out when he grows up?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					How does the illustration on page 16 help you understand what a swan is?	2	Interpret	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
					What lessons does this fairy tale teach?	2	Infer	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
6	Dog and His Reflection	G	12	350L	What does Dog have at the beginning of the story? What does he want?	2	Infer, Identify	RL.1.1 Ask and answer questions about key details in a text.
					Why does Dog go outside?	2	Cause/Effect	RL.1.1 Ask and answer questions about key details in a text.
					What three words in the story mean "very big"?	1	Identify, Define	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
					Look at pages 10 and 16. What do *wags* and *wagging* mean? Why does Dog wag his tail?	2	Infer, Define	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
					What happens when Dog tries to get the gigantic bone he sees in the water?	2	Summarize	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
					How does Dog feel about small bones at the end of the story?	2	Infer	RL.1.1 Ask and answer questions about key details in a text.
					How would you describe Dog at the beginning of the story? How would you describe him at the end?	1	Describe	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					In your own words, tell the lesson Dog learns in Dog and His Reflection.	2	Infer	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

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		Letter	Number	Lexile				
6	The Tiger, The Brahmin, and the Jackal	H	14	250L	What does Brahmin do when Tiger asks for help?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					What does the word *promise* mean on page 6?	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Why does Tiger ask others if he should eat Brahmin?	2	Infer	RL.1.1 Ask and answer questions about key details in a text.
					What reason does Tree give for why people can be mean?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					Why does Buffalo say that people have hunted buffalo in the past?	2	Infer	RL.1.1 Ask and answer questions about key details in a text.
					How does Jackal help Brahmin?	1	Identify	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					What is the meaning of *trap* in the story?	1	Define	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
					How does Tiger change from the beginning of the story to the end?	3	Critique, Compare	RL.1.3 Describe characters, settings, and major events in a story, using key details.
6	Why Owl Has Big Eyes and Rabbit Hops	H	14	320L	What does Raweno use to make the animals' bodies?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					What does Rabbit ask Raweno for?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					Look at page 7. What does the phrase *Hurry up* mean?	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					What is Raweno working on when Owl first begins talking to him?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					How does Owl's neck differ from the one he asks for?	3	Differentiate	RL.1.1 Ask and answer questions about key details in a text.
					Why doesn't Raweno finish making Rabbit?	2	Infer	RL.1.1 Ask and answer questions about key details in a text.
					Look at page 16. What is the meaning of *front?*	2	Use Context Clues	L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					According to the story, why does Rabbit hop?	2	Infer	RL.1.1 Ask and answer questions about key details in a text.

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		Letter	Number	Lexile				
6	How Elephant Made Peanut Butter	I	15	290L	How do the characters feel at the beginning of the story?	2	Infer	RL.1.1 Ask and answer questions about key details in a text.
					Look at page 4. What is the meaning of *wandered*?	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Why don't the animals want to eat the peanuts?	2	Infer	RL.1.1 Ask and answer questions about key details in a text.
					Look at page 12. What is the meaning of *comfortable*?	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					How is the characters' problem solved?	2	Summarize	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
					How do the animals feel about one another?	2	Infer, Relate	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					What is the story mostly about?	2	Summarize	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
					What lesson can you learn from this story?	2	Infer	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
6	Why Is Hummingbird So Tiny?	I	15	390L	Look at page 4. What is a beak?	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					How is Hummingbird like a parrot? What does she want to change?	3	Compare, Identify	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					How does Tapir act toward Hummingbird?	1	Describe, Relate	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					What does the word *fire* mean in this story?	1	Define	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
					What does Hummingbird want to know about the fire?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					Does Tapir want Hummingbird to go into the fire? How can you tell?	3	Cite Evidence, Infer	RL.1.1 Ask and answer questions about key details in a text.
					What happens to Hummingbird in the fire?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					How does Tapir feel at the end of the story?	2	Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.

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		Letter	Number	Lexile				
7	Then and Now	F	10	310L	What is a diary?	1	Define	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					What did the boy and his grandma put in their diaries?	2	Summarize	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
					What special places do the boy and his grandma both write about in their diaries?	1	List	RI.1.1 Ask and answer questions about key details in a text.
					How are the dates in the boy's diary and his grandma's diary alike? How are they different?	3	Compare, Differentiate	RI.1.1 Ask and answer questions about key details in a text.
					What is a radio?	1	Define	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
					How did communication change between 1940 and today?	3	Compare	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.10a Activate prior knowledge related to the information and events in a text
					Why did the boy's grandmother keep her childhood diary all these years?	2	Infer	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
					How are the boy and his grandma alike?	3	Compare	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
7	Famous Landmarks	F	10	420L	Look at page 5. How do people cross the Brooklyn Bridge?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					Look at pages 6 and 7. What makes the Golden Gate Bridge easy for people to recognize?	2	Infer	RI.1.1 Ask and answer questions about key details in a text.
					Look at pages 8 and 9. What details help explain how tall the Space Needle is?	3	Cite Evidence	RI.1.1 Ask and answer questions about key details in a text.
					Look at page 10. What is the meaning of *guides*?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at pages 12 and 13. What is the meaning of *carved* in this text?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at page 13. What detail helps us understand that carving Mount Rushmore was not an easy job?	3	Cite Evidence	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
					Look at page 16. What conclusion can you draw about the location of famous landmarks in the United States?	3	Draw Conclusions	RI.1.1 Ask and answer questions about key details in a text.
					What landmarks are described in this book?	1	List	RI.1.1 Ask and answer questions about key details in a text.

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		Letter	Number	Lexile				
7	Growing Older	G	11	100L	What is the one thing the narrator says that babies can do?	1	Identify	RI.1.1 Ask and answer questions about key details in a text.
					At what age does the narrator say that children begin to talk?	1	Identify	RI.1.1 Ask and answer questions about key details in a text.
					In what ways does the narrator say that adults help children?	1	Identify	RI.1.1 Ask and answer questions about key details in a text.
					What does the word *jump* mean?	1	Define	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
					At what age does the narrator say that children can tell or sing a story from a book?	1	Identify	RI.1.1 Ask and answer questions about key details in a text.
					What does the word *write* mean in this book?	1	Define	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
					What is the purpose of the number line on page 16?	3	Critique	RI.1.5 Know and use various text structures and text features to locate key facts or information in a text.
					How does the narrator introduce each new age in the text?	3	Critique	RI.1.1 Ask and answer questions about key details in a text.
7	My Time Box	G	11	370L	How are all the items in the time box connected?	2	Relate	RI.1.1 Ask and answer questions about key details in a text.
					Look at page 8. How are the cards alike and different?	3	Compare, Differentiate	RI.1.1 Ask and answer questions about key details in a text.
					How did Joseph's eyes change from when he was a baby until now?	3	Compare	RI.1.1 Ask and answer questions about key details in a text.
					Look at page 12. What is a painting?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at page 14. What is the meaning of the word *pool?*	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					What things did Joseph like to do when he was younger and now?	1	Identify, List	RI.1.1 Ask and answer questions about key details in a text.
					What will Joseph do with the time box as he grows up?	2	Predict	RI.1.10b Confirm predictions about what will happen next in a text
					Why did Joseph's mother make a time box for him?	2	Infer	RI.1.1 Ask and answer questions about key details in a text.

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		Letter	Number	Lexile				
7	The Old Gray Mare	G	12	500L	What is the meaning of the word *farmer?*	1	Define	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
					In what ways does the old gray mare look different from the young horse?	3	Compare, Describe	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					How can you tell that the old gray mare still has lots of energy?	3	Cite Evidence	RL.1.1 Ask and answer questions about key details in a text.
					What is a fence?	1	Define	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
					What do the horses do after they jump over the fence?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					How can you tell that the young horse is eating faster than the old gray mare?	3	Cite Evidence	RL.1.1 Ask and answer questions about key details in a text.
					Does the story have a happy or sad ending? How can you tell?	4	Analyze, Cite Evidence	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					Which illustration shows characters not mentioned in the story?	2	Interpret	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
7	Matthew Henson	G	12	640L	Look at page 3. Which labeled continent is closer to the North Pole?	2	Interpret	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
					What two ways did Matthew and the other men travel to the North Pole?	1	Identify	RI.1.1 Ask and answer questions about key details in a text.
					Look at page 11. What is the meaning of the word *dome?*	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at page 12. What examples help you understand the meanings of the words *hunt, trap,* and *fish?*	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					What is the purpose of a compass?	1	Define	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
					How long did it take to reach the North Pole?	1	Identify	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
					Look at page 14. What does the photograph show about the North Pole and what the men did when they got there?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					Why did Matthew Henson and Robert Peary want to go all the way to the North Pole?	2	Infer	RI.1.1 Ask and answer questions about key details in a text.

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		Letter	Number	Lexile				
7	Writing About America	H	13	400L	What homework does Michael have to do?	1	Identify	RI.1.1 Ask and answer questions about key details in a text.
					What is a report? What clues help you understand this?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Reread pages 4 and 5. What land features does Michael think he might write about? What specific examples does he give?	1	Identify, List	RI.1.1 Ask and answer questions about key details in a text.
					Where does Michael get information about the topics he is thinking about? What are some specific sources you read about in the text?	3	Cite Evidence	RI.1.1 Ask and answer questions about key details in a text.
					What makes Michael begin to think about weather? What kinds of weather does he think about?	2	Infer, List	RI.1.1 Ask and answer questions about key details in a text.
					What does the word *blizzard* mean? What clues on pages 10 and 11 help you figure it out?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					What event makes Michael think about inventors? Why?	2	Infer, Identify	RI.1.1 Ask and answer questions about key details in a text.
					According to the information on page 14, what are two things Americans did first?	1	List	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
7	Great People Make America Great	H	13	540L	Reread pages 2 and 3. What do great people do?	2	Infer	RI.1.1 Ask and answer questions about key details in a text.
					What four people does the author choose as examples to support her opinion?	3	Critique, List	RI.1.8 Identify the reasons an author gives to support points in a text.
					Why does the author think Benjamin Franklin was a great American?	3	Critique	RI.1.8 Identify the reasons an author gives to support points in a text.
					Look at page 6. What does *independence* mean? How can you tell?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					What might have happened if Sacajawea did not help Lewis and Clark? What clues help you infer this?	3	Hypothesize, Cite Evidence	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
					The caption on page 8 tells about an expedition. What is an expedition? What clues help you figure this out?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at pages 10 and 11. What kind of work do you think it takes to change laws the way Susan B. Anthony did? What clues give you ideas about this?	4	Analyze, Cite Evidence	RI.1.1 Ask and answer questions about key details in a text.
					How did Jackie Robinson help America? Why is he considered a great American?	2	Infer	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

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7	Early American Portrait Artists	H	13	620L	What is a portrait?	1	Define	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
					Look at the time line on pages 2 and 3. What happened first, Benjamin West starting a school or John Singleton Copley painting "Boy with a Squirrel"?	2	Interpret	RI.1.5 Know and use various text structures and text features to locate key facts or information in a text.
					Look at pages 4 and 5. What does the word *realistic* mean? What clues help you figure this out?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					According to pages 9 and 10, what did Benjamin West do in London?	1	Identify	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
					How were Benjamin West and Gilbert Stuart alike? In what ways were they different?	3	Compare, Differentiate	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
					Look at page 15. Where can we easily see Gilbert Stuart's painting of George Washington's face?	1	Identify	RI.1.1 Ask and answer questions about key details in a text.
					What does the word *recorded* mean on page 16? What clues helped you understand the meaning?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Why were portrait artists more important in the 1700s than they are now? What text clues help you make this inference?	3	Cite Evidence, Infer	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
7	Clothes Long Ago	I	15	420L	What are some materials that people used to make clothes long ago?	1	List	RI.1.1 Ask and answer questions about key details in a text.
					Look at page 7. What is the meaning of *fabric?*	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at page 7. Why did making clothes from fabric instead of from animal skins still take a long time?	4	Apply Concepts	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
					Look at page 8. What is the meaning of *sewing machine?*	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at page 9. How did clothes factories make getting clothes easier?	2	Infer	RI.1.1 Ask and answer questions about key details in a text.
					What ways to fasten clothes are described in the book?	1	List	RI.1.1 Ask and answer questions about key details in a text.
					Look at page 14. Where do you think these people lived? How do their clothes help you figure out where they lived?	4	Analyze, Infer	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
					Look at page 16. Which photograph shows an example of clothes that keep people safe?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.

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7	A Seat on the Bus	I	15	740L	Look at the photograph on page 3. How is this event connected to the main topic of the book?	2	Interpret	RI.1.2 Identify the main topic and retell key details of a text. RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					Why were the people discussed in this text treated unfairly?	2	Infer	RI.1.1 Ask and answer questions about key details in a text.
					Why did black people and white people have to use different water fountains?	2	Infer	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
					Look at page 10. What is the meaning of *boycott?*	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					How were Dr. Martin Luther King Jr. and Rosa Parks alike?	3	Compare	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
					Who finally ended the bus rule?	1	Identify	RI.1.1 Ask and answer questions about key details in a text.
					Look at the caption on page 14. What is the meaning of the word *judges?*	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					How did changing the unfair bus rule lead to other changes?	2	Cause/Effect, Infer	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
7	A Throne for the King	I	16	510L	Look at page 2. What is the meaning of the word *royal?*	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at page 3. What is the meaning of the word *kingdom?*	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					How does the illustration on page 3 help you understand why the king needs a new throne?	2	Interpret	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
					What instructions does the servant give for the new throne?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					Look at page 9. How would you describe the throne the court jester builds?	1	Describe	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
					What does the royal farmer use to make her throne?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					How do the teacher, cook, jester, and farmer decide how to measure the throne?	1	List	RL.1.1 Ask and answer questions about key details in a text.
					Why does the royal carpenter's throne perfectly fit the king?	2	Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.

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		Letter	Number	Lexile				
8	Summer to Fall	F	10	160L	What fun things do people do in summer in the book?	1	List	RI.1.1 Ask and answer questions about key details in a text.
					How do leaves on trees differ in summer and in fall?	3	Differentiate	RI.1.1 Ask and answer questions about key details in a text. RI.1.10a Activate prior knowledge related to the information and events in a text
					What does the word *chilly* mean?	1	Define	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
					Look at page 11. What does *hike* mean?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at page 13. What are the leaves on the ground in the photo like, according to this information?	2	Interpret, Describe	RI.1.1 Ask and answer questions about key details in a text. RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					What do some animals do in fall?	1	List	RI.1.1 Ask and answer questions about key details in a text. RI.1.10a Activate prior knowledge related to the information and events in a text
					Look at the photo on page 15. Where are the children going? How can you tell?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					Look at page 16. What fall activity are the children doing?	2	Infer	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
8	Ready for Fall	F	10	250L	What do the children do under Elmwood Tree in summer?	2	Summarize	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
					Why does Flapper like Elmwood in summer?	2	Infer	RL.1.1 Ask and answer questions about key details in a text.
					What is the first thing that makes Elmwood sad?	1	Identify	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					What does Flapper do to make Elmwood feel better?	1	Identify	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					Look at page 10. What words on the page make you feel like you can almost see the leaves on the other trees?	3	Critique, List	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
					Look at page 12. What clues on the page help you know what *fluttered* means?	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					What do the children do when Elmwood loses his leaves?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					What is this story mostly about?	2	Infer	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

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8	Predicting the Weather	G	11	330L	What are four things we can watch to know about the weather?	1	Identify, List	RI.1.1 Ask and answer questions about key details in a text. RI.1.10a Activate prior knowledge related to the information and events in a text
					What are some tools that help predict weather?	1	List	RI.1.1 Ask and answer questions about key details in a text. RI.1.10a Activate prior knowledge related to the information and events in a text
					Look at page 7. What does a weather vane do?	1	Define	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
					Look at pages pages 8 and 9. What is the meaning of *chart?*	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at the chart on page 10. In what ways will the weather be different at 1:00 than it was at 9:00?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					Look at pages 10 and 11. What is the meaning of *predict?*	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at the chart on page 11. What is predicted to be the warmest day of the week? What will the high temperature be?	2	Interpret	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
					Look at the photos on page 15. What is one way that knowing about bad weather helps people stay safe?	2	Interpret	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

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		Letter	Number	Lexile				
8	The Courageous Sailor	G	12	310L	Look at pages 2 and 3. Who is telling the story? How can you tell?	2	Infer	RL.1.6 Identify who is telling the story at various points in a text.
					What keeps Jose from sailing at the beginning of the story?	1	Identify	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					What would happen to Jose's boat if the wind stopped blowing?	2	Predict	RL.1.1 Ask and answer questions about key details in a text.
					Reread page 11. What does the word *thump* describe?	2	Use Context Clues, Infer	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					What happens to Jose when his boat leaves the dock?	1	Identify	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					What words on page 12 help you understand that Jose is still telling the story? How does the illustration support this?	2	Use Context Clues, Interpret, Infer	RL.1.6 Identify who is telling the story at various points in a text. RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
					Reread page 14. What does the word *Whew!* tell about how Jose feels as he brings in the sails?	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					What does Jose do when he realizes he needs to sail by himself?	1	Identify	RL.1.3 Describe characters, settings, and major events in a story, using key details.

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		Letter	Number	Lexile				
8	Hurricane Diary	G	12	360L	What is a hurricane?	1	Define	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
					Reread page 6. What does Elena mean when she writes "Hurricanes throw things all over"?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Why does Dad say they need to try the new flashlights?	2	Infer	RI.1.1 Ask and answer questions about key details in a text.
					How do Elena and her family prepare for the hurricane?	2	Summarize	RI.1.2 Identify the main topic and retell key details of a text.
					Reread page 13. What kind of wind happens during a hurricane?	1	Identify	RI.1.1 Ask and answer questions about key details in a text.
					What things does Elena do for her cat?	1	List	RI.1.1 Ask and answer questions about key details in a text.
					What is the weather like after the hurricane moves away?	1	Describe	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
8	Star Light, Star Bright	H	13	200L	Look at pages 2 and 3. What is the meaning of the word *shining?*	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					What do Sam and Maria want to do at the beginning of the story?	1	Identify	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					What does the word *late* mean on page 4?	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					What is the family's yard like?	1	Describe	RL.1.1 Ask and answer questions about key details in a text.
					What does Dad mean when he tells Sam and Maria to say a wish in their heads?	2	Infer	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					What does Sam like to do?	1	List	RL.1.1 Ask and answer questions about key details in a text.
					What happens when the family goes back inside after looking at the stars?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					How do Sam and Maria feel at the end of the story? Why?	2	Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.

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		Letter	Number	Lexile				
8	Demeter and Persephone	H	13	460L	Who are the three main characters in this myth? Which character causes a problem for the others?	2	Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					What does the word *daughter* mean?	1	Define	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
					What does the word *dark* mean on page 8?	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Is Persephone happy in the underground home? What clues help you infer this?	3	Cite Evidence, Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					Why can't Persephone leave right away?	2	Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					What agreement does Hades make with Demeter and Persephone?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					According to this myth, where is Persephone when it is cold and dark on the earth? Where is she when the earth is warm and colorful?	2	Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					What are three important events in this myth?	2	Infer, List	RL.1.3 Describe characters, settings, and major events in a story, using key details.
8	Thunderstorms Are the Best Storms	I	16	470L	What kinds of storms does the author tell about?	1	List	RI.1.1 Ask and answer questions about key details in a text.
					Look at pages 7 and 8. What sound words does the author use to describe thunderstorms and snowstorms?	2	Distinguish	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
					Reread page 9. What does the word *wilt* mean?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					What reasons does the author give for how thunderstorms are helpful?	3	Cite Evidence	RI.1.8 Identify the reasons an author gives to support points in a text.
					What is the author's opinion about how rain and snow feel?	2	Infer	RI.1.8 Identify the reasons an author gives to support points in a text.
					How does the author show that thunderstorms happen everywhere?	3	Cite Evidence	RI.1.8 Identify the reasons an author gives to support points in a text.
					Why don't snowstorms happen everywhere?	2	Infer	RI.1.1 Ask and answer questions about key details in a text. RI.1.10a Activate prior knowledge related to the information and events in a text
					What does the word *quick* mean on page 14?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.

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		Letter	Number	Lexile				
8	Stormy Stuart	I	16	480L	Reread pages 2 and 3. Why is Stuart shouting?	2	Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					What is an amusement park?	1	Define	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
					Look at page 5. What does the word *grin* mean?	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					What does Stuart do first, second, and third at the amusement park?	2	Infer, List	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					What does Stuart need to do in order to ride the train?	2	Infer	RL.1.1 Ask and answer questions about key details in a text.
					Reread page 10. Why does Stuart start to cry?	2	Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					What happens to the weather while Stuart watches the other kids riding the trains?	1	Describe	RL.1.1 Ask and answer questions about key details in a text.
					Who goes to the toy store to get out of the storm?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
8	Storms	I	16	550L	What are clouds made from?	1	Define	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
					How does a thunderstorm form?	3	Explain Phenomena in Terms of Concepts	RI.1.1 Ask and answer questions about key details in a text.
					Reread page 6. What does the word *funnel* mean?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at the photographs on pages 7 and 8. What does it look like after a tornado touches the ground?	2	Interpret, Describe	RI.1.1 Ask and answer questions about key details in a text. RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
					Reread page 10. What does the word *calm* mean in this book?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					How can snow on tree branches knock down power lines?	3	Hypothesize	RI.1.1 Ask and answer questions about key details in a text.
					Where should you go when there is a storm?	4	Apply Concepts	RI.1.1 Ask and answer questions about key details in a text. RI.1.10a Activate prior knowledge related to the information and events in a text
					Look at the photograph on page 16. What kinds of things could you put in a storm safety kit?	2	Interpret, List	RI.1.7 Use the illustrations and details in a text to describe its key ideas.

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8	Why the Sky Is Far Away	J	18	330L	What could people touch when the sky was close to the ground?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					Look at page 2. What do people think of the sky food?	2	Infer	RL.1.1 Ask and answer questions about key details in a text.
					How do people spend their time when the sky is their food?	1	Describe	RL.1.1 Ask and answer questions about key details in a text.
					What does the word *wasting* mean on page 6?	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Why does Sky call the king to come to him?	2	Infer	RL.1.1 Ask and answer questions about key details in a text.
					Look at page 10. What does the phrase "be like sheep" mean?	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					What do the greedy people do after the king tells them not to waste food?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					Why does Sky change his mind about taking the sun, moon, and clouds away? What does he decide to do with them?	2	Infer, Identify	RL.1.3 Describe characters, settings, and major events in a story, using key details.

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		Letter	Number	Lexile				
8	The Sun and the Seasons	J	18	620L	What are seasons? What clues in The Sun and the Seasons help you understand this?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					What causes seasons to happen?	3	Explain Phenomena in Terms of Concepts, Cause/Effect	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
					What is a planet? What clues on page 3 help you figure out this definition?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					In what season are many animal babies born? In what season do many animals grow thicker coats or hibernate?	2	Infer	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
					Reread page 8. How can you retell the information on this page in your own words?	2	Summarize	RI.1.2 Identify the main topic and retell key details of a text.
					Reread pages 9 and 10. What is the main idea of this section?	2	Infer	RI.1.2 Identify the main topic and retell key details of a text.
					What season comes after autumn? What season comes after that? How do you know?	2	Identify, Cause/Effect	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.10a Activate prior knowledge related to the information and events in a text
					What are two holidays people celebrate in spring? In autumn? In winter?	1	List	RI.1.1 Ask and answer questions about key details in a text. RI.1.10a Activate prior knowledge related to the information and events in a text

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9	What Are Goods?	G	11	250L	What is the meaning of *goods?*	1	Define	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
					Look at page 8. Where do some foods come from?	1	Identify, List	RI.1.1 Ask and answer questions about key details in a text.
					How are the photos on pages 12 and 13 alike? How are they different?	3	Compare, Differentiate, Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					Look at page 14. What is the meaning of *carry* in this text?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at the diagram on page 16. How do people get computers?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					Look at the title page illustration. What type of goods does the woman have in her bag?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					What people in this book produce goods?	1	List, Identify	RI.1.1 Ask and answer questions about key details in a text.
					Which goods in this book are made in factories?	1	List, Identify	RI.1.1 Ask and answer questions about key details in a text.
9	Choices Choices	G	12	320L	What does the word *cool* mean on page 4?	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					How does Andy get to Ross's house?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					Why does Andy say he doesn't need a new jacket?	2	Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					How does Ross feel while he is waiting for Andy to arrive?	2	Infer	RL.1.1 Ask and answer questions about key details in a text.
					Look at pages 9-16. What is the setting of this part of the story?	2	Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					What is an ad?	1	Define	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
					Look at page 12. Why are Andy's eyes wide?	2	Infer	RL.1.1 Ask and answer questions about key details in a text.
					What happens at the end of the story?	2	Summarize	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

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9	Providing Services	G	12	400L	Look at the photograph on page 2. What words in the text does it show?	2	Interpret, Identify	RI.1.1 Ask and answer questions about key details in a text. RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					What does the man give the boy for mowing his lawn?	1	Identify	RI.1.1 Ask and answer questions about key details in a text.
					Read page 7. What is the meaning of the word *provide*?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					What is this book mostly about?	2	Summarize	RI.1.2 Identify the main topic and retell key details of a text.
					What does the word *fix* mean on page 10?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					When do people need the services of a doctor?	2	Infer	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.10a Activate prior knowledge related to the information and events in a text
					Look at the photograph on page 12. Where are the children going?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					What are some services a community pays for?	1	List	RI.1.1 Ask and answer questions about key details in a text. RI.1.10a Activate prior knowledge related to the information and events in a text
9	Shopping with the Nicholas Family	H	13	390L	Look at page 6. What does the word *cost* mean?	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					How do you know what David is feeling when he doesn't have enough nickels for the shoes?	3	Cite Evidence, Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					What happens after Julia waves the wand?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					What can you tell about Julia from this story?	2	Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					What lesson can you learn from this story?	2	Infer	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
					What is the purpose of the Nicholas family's shopping trip?	2	Infer	RL.1.1 Ask and answer questions about key details in a text.
					What does each member of the Nicholas family decide to buy?	1	List	RL.1.1 Ask and answer questions about key details in a text.
					Where does this story take place?	2	Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.

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		Letter	Number	Lexile				
9	Dollars and Cents	H	14	330L	Look at page 4. What is the meaning of *costs?*	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at page 6. What clues help you know the meaning of *dollar?*	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at page 10. What words help us know that the girl counts her money before buying the drink?	3	Cite Evidence	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
					Look at page 14. What coins does the girl have?	1	Identify	RI.1.1 Ask and answer questions about key details in a text.
					Look at page 15. How are the coins arranged in the chart? Why are they arranged that way?	2	Identify Patterns, Infer	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					Look at page 16. What details help you answer the question on this page? What is the answer? How do you know?	3	Cite Evidence, Infer	RI.1.1 Ask and answer questions about key details in a text.
					What types of coins are shown in the book? How many of each coin equals a dollar?	4	Apply Concepts, Identify	RI.1.1 Ask and answer questions about key details in a text.
					What is the topic of this book?	2	Infer	RI.1.2 Identify the main topic and retell key details of a text.
9	The Farm Stand Mystery	H	14	430L	What happens at the beginning of the story?	2	Summarize	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
					What vegetables does the family pick?	1	Identify	RL.1.1 Ask and answer questions about key details in a text.
					Look at page 7. What words make you feel as if you can hear the baskets, bags, and boxes in the back of the truck?	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at the illustration on pages 8 and 9. How do Dad, Matt, and Nora feel?	2	Interpret	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
					Look at the illustrations on pages 11 through 13. What kind of person do you think Penny is?	2	Interpret	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
					Look at pages 14 through 16. How do Dad's feelings change?	2	Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					Why does everyone like the new farm stand?	2	Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.
					What does "farm stand" mean in this book?	1	Define	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses

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9	From Farm to Table	I	15	350L	Look at page 6. What is the meaning of *ripe?*	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					What are the steps in getting apples to people's homes?	1	List	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
					How is the information on pages 7 and 10 alike?	3	Compare	RI.1.1 Ask and answer questions about key details in a text.
					Look at page 12. What is the meaning of *grain?*	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at page 12. What do wheat plants look like?	1	Describe	RI.1.1 Ask and answer questions about key details in a text.
					Look at page 13. How does grain change to flour?	3	Explain	RI.1.1 Ask and answer questions about key details in a text.
					Look at pages 14 and 15. What foods are made from flour?	1	List	RI.1.1 Ask and answer questions about key details in a text. RI.1.10a Activate prior knowledge related to the information and events in a text
					In the book, what machines are used to get food from farms to people?	1	List	RI.1.1 Ask and answer questions about key details in a text.
9	How I Started a Clothing Drive	I	15	280L	Look at page 2. What words help you understand the meaning of "cold weather"? How do these words help?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					How does Max get the idea for his clothing giveaway?	2	Cause/Effect	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
					What three places does Max go in this narrative?	1	List	RI.1.1 Ask and answer questions about key details in a text.
					Look at page 8. Which word describes how Max feels?	2	Infer, Identify	RI.1.1 Ask and answer questions about key details in a text. L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Who helps Max with his clothing giveaway? How do these people help?	2	Infer, Identify	RI.1.1 Ask and answer questions about key details in a text.
					What steps does Max follow to have a clothing giveaway?	1	List	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
					What do people do at the clothing giveaway?	1	Describe	RI.1.1 Ask and answer questions about key details in a text. RI.1.10a Activate prior knowledge related to the information and events in a text
					What does Max learn from his experience?	2	Infer	RI.1.2 Identify the main topic and retell key details of a text.

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		Letter	Number	Lexile				
9	Peaches All the Time	I	16	530L	Look at page 3. What is the meaning of the word *juice?*	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					When does the narrator's mom not buy peaches?	1	Identify	RI.1.1 Ask and answer questions about key details in a text.
					What words on page 4 help you understand what *cost* means?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Why is Georgia called the Peach State?	1	Identify	RI.1.1 Ask and answer questions about key details in a text.
					What do peach farmers do when there isn't enough rain?	2	Infer	RI.1.1 Ask and answer questions about key details in a text.
					What can farmers do when peaches grow well?	1	Identify	RI.1.1 Ask and answer questions about key details in a text.
					What is one thing that can cause peaches to go bad?	1	Identify	RI.1.1 Ask and answer questions about key details in a text.
					When is the cost of peaches high?	2	Infer	RI.1.1 Ask and answer questions about key details in a text.
9	Using Resources to Build	I	16	310L	What is the meaning of *resource* in this book?	1	Define	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
					Look at page 6. What does the word *natural* mean?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at page 6. How are wood and stone alike?	3	Compare	RI.1.1 Ask and answer questions about key details in a text. RI.1.10a Activate prior knowledge related to the information and events in a text
					Look at page 7. How are the windows like the stairs and floor shown on page 5?	3	Compare, Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					Look at page 9. What words help you know the meaning of *sawmill?*	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at the photo on page 15. Why are tiles a good material for floors?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas. RI.1.10a Activate prior knowledge related to the information and events in a text
					What steps does stone go through before it is used to make a floor in a house?	1	List	RI.1.1 Ask and answer questions about key details in a text.
					What parts of buildings is stone used for in the book?	1	Identify	RI.1.1 Ask and answer questions about key details in a text.

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		Letter	Number	Lexile				
9	Firefighters Need Our Support	J	18	600L	What are two ways to solve the problem of old, worn out tools?	2	Infer	RI.1.1 Ask and answer questions about key details in a text.
					What does a pumper do?	1	Define	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
					What is the meaning of *hoses* on page 10?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					What are the names of the two kinds of hoses firefighters use?	1	Identify	RI.1.1 Ask and answer questions about key details in a text.
					Look at the inset photograph on page 11. How is the firefighter using "the irons"?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					Look at page 12. What is the meaning of the word *accidents*?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					What is the purpose of the labeled photograph on page 13?	3	Critique	RI.1.7 Use the illustrations and details in a text to describe its key ideas. RI.1.8 Identify the reasons an author gives to support points in a text.
					What is the main point Angela is trying to make?	2	Infer	RI.1.2 Identify the main topic and retell key details of a text. RI.1.8 Identify the reasons an author gives to support points in a text.

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		Letter	Number	Lexile				
9	Clothes Then and Now	K	20	420L	What kind of cloth did people in Egypt make? What kind of cloth did people in India make?	1	Identify	RI.1.1 Ask and answer questions about key details in a text.
					What is wool? What text clues help you figure out what wool is?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Reread the chapter titled "What Did People Use to Make Clothes?" What is the information in this chapter mostly about?	2	Infer	RI.1.2 Identify the main topic and retell key details of a text.
					Which cloth or material is used today to stay warm? To stay cool?	2	Infer	RI.1.1 Ask and answer questions about key details in a text. RI.1.10a Activate prior knowledge related to the information and events in a text
					Which do you think is more common and cheap, cotton or silk? Which clues support your answer?	3	Cite Evidence, Infer	RI.1.1 Ask and answer questions about key details in a text.
					What is one thing that is still the same about the way clothes are made? What is one thing that is different today, compared to long ago?	3	Compare, Differentiate	RI.1.2 Identify the main topic and retell key details of a text.
					Look at pages 14-15. How do the pictures help you understand the difference between how people wore their clothes long ago and how they wear clothes today?	4	Analyze, Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					What is the meaning of the word *comfortable* on pages 16-17? What clues help you figure this out?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.

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		Letter	Number	Lexile				
10	Light	F	10	410L	Why do people need light?	4	Analyze	RI.1.10a Activate prior knowledge related to the information and events in a text
					Where do we get most of our light?	2	Infer	RI.1.1 Ask and answer questions about key details in a text.
					What does the word *sunlight* mean?	1	Define	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
					Does the sun shine during the day when it is raining? Explain.	3	Explain Phenomena in Terms of Concepts	RI.1.1 Ask and answer questions about key details in a text.
					Why is light from the sun brighter than light from nighttime stars?	3	Explain Phenomena in Terms of Concepts	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
					How do candles give light?	3	Explain Phenomena in Terms of Concepts	RI.1.1 Ask and answer questions about key details in a text.
					What are fireflies?	1	Define	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
					How are fireflies and flashlights alike?	3	Compare	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
10	Heat	G	11	480L	What is heat?	1	Define	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
					Where do we get most of our heat?	2	Infer	RI.1.1 Ask and answer questions about key details in a text.
					What will happen to a plant that doesn't get enough heat?	3	Hypothesize	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
					How are wood and gas alike?	3	Compare	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.10a Activate prior knowledge related to the information and events in a text
					How can you make heat with your hands?	4	Apply Concepts, List	RI.1.1 Ask and answer questions about key details in a text. RI.1.10a Activate prior knowledge related to the information and events in a text
					What happens when ice cream or butter get warm?	3	Explain Phenomena in Terms of Concepts	RI.1.1 Ask and answer questions about key details in a text.
					What is a thermometer?	1	Define	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
					What inference can you make from the bottom photograph and caption on page 13?	2	Interpret, Infer	RI.1.1 Ask and answer questions about key details in a text. RI.1.7 Use the illustrations and details in a text to describe its key ideas.

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		Letter	Number	Lexile				
10	Sounds	G	12	400L	What is an airplane?	1	Define	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
					What kind of sound is easy to hear?	1	List	RI.1.1 Ask and answer questions about key details in a text. RI.1.10a Activate prior knowledge related to the information and events in a text
					What is the meaning of the word *purr?*	1	Define	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
					How does the girl on page 9 make sounds with her violin?	3	Explain Phenomena in Terms of Concepts	RI.1.1 Ask and answer questions about key details in a text. RI.1.10a Activate prior knowledge related to the information and events in a text
					Why can we hear a bird sing?	3	Explain Phenomena in Terms of Concepts	RI.1.1 Ask and answer questions about key details in a text. RI.1.10a Activate prior knowledge related to the information and events in a text
					How do our ears help us?	4	Analyze	RI.1.1 Ask and answer questions about key details in a text. RI.1.10a Activate prior knowledge related to the information and events in a text
					What are some things that make sounds?	1	List	RI.1.1 Ask and answer questions about key details in a text. RI.1.10a Activate prior knowledge related to the information and events in a text
					How is the doctor using sound on page 16?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
10	Life in the City	H	13	270L	What are two places where the narrator plays?	1	List	RI.1.1 Ask and answer questions about key details in a text.
					What kind of pet does the narrator have? What does she do with her pet?	1	Identify	RI.1.1 Ask and answer questions about key details in a text.
					Which family members ride to work or school?	2	Distinguish, List	RI.1.1 Ask and answer questions about key details in a text.
					How does the family go places around the city? Why?	2	Infer	RI.1.1 Ask and answer questions about key details in a text.
					Which animals at the zoo does the narrator avoid?	1	List	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
					What is a zoo?	1	Define	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
					Where does the narrator like to read?	1	Identify	RI.1.1 Ask and answer questions about key details in a text.
					What is a restaurant?	1	Define	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text

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		Letter	Number	Lexile				
10	Around the World with Music	H	14	410L	How did the talking drum get its name?	2	Infer	RI.1.1 Ask and answer questions about key details in a text.
					Look at page 6. What is the meaning of the word *squeezes?*	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Why do people in Africa use drums to send messages?	2	Infer	RI.1.1 Ask and answer questions about key details in a text.
					Look at the caption on page 8. What does the phrase *a little like* mean?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at page 11. What special powers do many people in India think music has?	1	Identify	RI.1.1 Ask and answer questions about key details in a text.
					What three places are discussed in the book?	1	List	RI.1.1 Ask and answer questions about key details in a text.
					How are the talking drum and sitar alike?	3	Compare	RI.1.1 Ask and answer questions about key details in a text.
					How are the kids on page 16 connected to the other people in the text?	2	Relate	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
10	Carver and Edison: Two American Inventors	I	15	540L	When did George Washington Carver and Thomas Edison live?	1	Identify	RI.1.1 Ask and answer questions about key details in a text.
					Why was George Washington Carver's early life hard?	2	Infer	RI.1.1 Ask and answer questions about key details in a text.
					What is one way George Washington Carver worked to make life better?	1	Identify	RI.1.1 Ask and answer questions about key details in a text.
					Look at pages 10 and 11. What does the word *dreams* mean in this text?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at page 12. What does the word *record* mean?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at page 14. How is today's technology connected to Thomas Edison's inventions?	4	Analyze, Compare	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.10a Activate prior knowledge related to the information and events in a text
					What conclusions can you draw about why Carver and Edison reached their goals?	4	Synthesize, Draw Conclusions	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
					How were George Washington Carver and Thomas Edison alike?	3	Compare	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

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10	Electricity Makes the World Better	I	15	600L	Page 2 introduces the topic of electricity. What does *electricity* mean?	1
					How long have people been using electricity in their homes?	1
					Look at page 8. Why might people be healthier when they have electricity in their homes?	2
					What are some ways that electricity helps us have fun?	1
					Look at page 10. What is a toy that runs with electricity? Does the text or the photograph show this?	1
					Look at page 12. What is the meaning of *charge* in this text?	2
					What information does the photograph on page 13 add to the information in the text?	2
					How does electricity help save lives?	2

DOK Verb(s)	Grade 1 Standard(s)
Define	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
Identify	RI.1.1 Ask and answer questions about key details in a text.
Infer	RI.1.1 Ask and answer questions about key details in a text. RI.1.10a Activate prior knowledge related to the information and events in a text
List	RI.1.1 Ask and answer questions about key details in a text. RI.1.10a Activate prior knowledge related to the information and events in a text
Identify	RI.1.1 Ask and answer questions about key details in a text.
Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
Infer	RI.1.1 Ask and answer questions about key details in a text. RI.1.10a Activate prior knowledge related to the information and events in a text

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10	Our Sun	I	16	360L	Look at page 3. What is the meaning of the word *star?*	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Why do we put on sunglasses when we go outside on a sunny day?	2	Infer	RI.1.1 Ask and answer questions about key details in a text. RI.1.10a Activate prior knowledge related to the information and events in a text
					Why do we need plants?	2	Infer	RI.1.1 Ask and answer questions about key details in a text. RI.1.10a Activate prior knowledge related to the information and events in a text
					Read the caption on page 11. What happens next?	2	Infer	RI.1.1 Ask and answer questions about key details in a text.
					Look at page 13. What is the meaning of the word *tilted?*	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at page 14. How does the diagram help you understand the meaning of *spins?*	2	Interpret, Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					What are two ways Earth moves?	1	Describe	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
					When it is daytime where we live, what is it like on the other side of Earth?	4	Apply Concepts	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 1 Standard(s)
		Letter	Number	Lexile				
10	Looking Into Space	I	16	620L	Where are telescopes that help us look into space?	1	Identify	RI.1.1 Ask and answer questions about key details in a text.
					Look at page 5. What words help you understand the meaning of the term *solar system?*	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at the diagram on page 5. Which planet is closest to the sun?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					Look at the diagram on page 8. Which outer planet is closest to the sun?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					What type of stars are we most likely to see?	4	Apply Concepts	RI.1.1 Ask and answer questions about key details in a text.
					Look at page 13. What is the meaning of the word *rays?*	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Where does the moon's light come from?	4	Apply Concepts	RI.1.1 Ask and answer questions about key details in a text.
					What do astronomers want to learn about when they look at the sky?	2	Infer	RI.1.1 Ask and answer questions about key details in a text.
10	Oops! Why Do I Do That?	J	18	420L	Why is the library the wrong place to get hiccups?	2	Infer	RI.1.1 Ask and answer questions about key details in a text. RI.1.10a Activate prior knowledge related to the information and events in a text
					Look at page 7. What is the meaning of the word *giggled?*	2	Use Context Clues	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					What do you learn about Ms. Lane from the story?	2	Infer	RL.1.1 Ask and answer questions about key details in a text.
					Why do some people throw up when they feel scared?	2	Infer	RL.1.1 Ask and answer questions about key details in a text.
					What would happen if you let gas stay inside your body instead of burping?	3	Hypothesize	RL.1.3 Describe characters, settings, and major events in a story, using key details. RL.1.10a Activate prior knowledge related to the information and events in a text.
					Look at page 15. What is the meaning of the word *normal?*	2	Use Context Clues	L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					On page 4, the girl asks why her body does so many crazy things. What "crazy things" does she describe?	1	List	RL.1.1 Ask and answer questions about key details in a text.
					How does the girl who tells the story change from the beginning to the end?	2	Infer	RL.1.3 Describe characters, settings, and major events in a story, using key details.

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Benchmark Advance Grade 1
Small Group Text Evidence Question Cards Correlations

Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 1 Standard(s)
		Letter	Number	Lexile				
10	Benjamin Franklin	J	18	620L	Look at page 4. What do you learn about Ben Franklin's job as a printer from the illustration and caption?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					What are two types of places Ben Franklin started that still help people today?	2	Infer	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.10a Activate prior knowledge related to the information and events in a text
					Look at pages 8 and 9. What is the meaning of the word *lightning?*	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					How did Ben Franklin learn about lightning?	1	Report	RI.1.1 Ask and answer questions about key details in a text.
					How does a lightning rod help keep a house safe?	4	Apply Concepts	RI.1.1 Ask and answer questions about key details in a text.
					Look at page 11. What words help you understand the meaning of *Franklin stoves*?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at page 13. How does the illustration help you understand how people made rules for the new country?	2	Interpret	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
					What are two ways we still remember Ben Franklin today?	2	Infer	RI.1.1 Ask and answer questions about key details in a text. RI.1.10a Activate prior knowledge related to the information and events in a text
10	Color	L	24	650L	How do some colors help keep us safe?	4	Analyze	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.10a Activate prior knowledge related to the information and events in a text
					Look at page 8. What words help you understand the meaning of *reflects?*	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Look at page 8. What is the meaning of the word *absorbs*?	2	Use Context Clues	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
					Why is it hard for most color-blind people to see the colors of some apples?	4	Apply Concepts	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
					Look at page 14. What primary colors do you mix together to make the secondary color purple?	4	Apply Concepts	RI.1.1 Ask and answer questions about key details in a text.
					Why do printers use only four colors?	2	Infer	RI.1.1 Ask and answer questions about key details in a text.
					Look at page 17. How would you describe the color cyan?	1	Describe	RI.1.1 Ask and answer questions about key details in a text.
					Does the painting *Sunflowers* on page 18 use warm or cool colors?	3	Critique	RI.1.7 Use the illustrations and details in a text to describe its key ideas.

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Benchmark Advance
Grade K Skills and Strategies

Unit 1: Rules at Home and School

Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading: Literary and Informational Standards Focus	Foundational: Phonics
1	1	Shared Read 1	Follow the Rules to Play Soccer	Informational Text: Procedural	370		K.1.1 K.1.2	• Listen and Retell Key Details (RI.K.1, RI.K.2, RI.K.10, RI.K.10a, RI.K.10b) • Describe the Relationship Between the Photographs and the Text (RI.K.1, RI.K.7) • Describe the Relationships Between Illustrations and the Story (RL.K.1, RL.K.7) • Identify the Main Topic (RI.K.1, RI.K.2, RI.K.10, RI.K.10a, RI.K.10b) • Listen and Retell Key Story Events (RL.K.1, RL.K.2, RL.K.5, RL.K.10, RL.K.10a, RL.K.10b) • Identify Characters in a Story (RL.K.1, RL.K.3) • Compare and Contrast an Informational Text and Realistic Fiction (RL.K.5, RI.K.9)	• Letter Recognition (RF.K.1d, RF.K.2a, RF.K.2b)
		Shared Read 2	Making Bridges	Literary Text: Poetry	NP				
		Mentor Read 1	Let's Play by the Rules!	Informational Text: Social Studies	500				
		Mentor Read 2	A New Pet	Literary Text: Realistic	450				
		Pre-Decodable Readers	ABC; Animal ABC; We Like Milk	N/A	N/A				
	2	Shared Read 3	School Rules	Literary Text: Poetry	340			• Listen and Retell Key Details (RI.K.1, RI.K.2, RI.K.10, RI.K.10a, RI.K.10b) • Identify Parts of a Book (RI.K.1, RI.K.5, RI.K.6, RI.K.10, RI.K.10a, RI.K.10b) • Identify the Author's Reasons (RI.K.1, RI.K.8) • Use Text Features: Glossary (RI.K.1, RI.K.5) • Find Text Evidence: Make Connections Between Illustrations and Text (RI.K.7) • Identify and Use Text Features (RI.K.1, RI.K.5) • Compare and Contrast Two Texts on the Same Topic (RI.K.1, RI.K.9)	• m/m/ (RF.K.2d, RF.K.3a, RF.K.3c)
		Shared Read 4	Rules for Talking and Listening	Informational Text: Social Studies	320				
		Extended Read 1	What are Some Rules at School?	Informational Text: Social Studies	480				
		Pre-Decodable Readers	I; I Can	N/A	N/A				
	3	Shared Read 5	No Dogs Allowed in School	Literary Text: Realistic	360			• Listen and Retell Key Events (RL.K.1, RL.K.2, RL.K.5, RL.K.10, RL.K.10a, RL.K.10b) • Make Connections Between Illustrations and Events in the Text (RL.K.1, RL.K.7) • Identify the Author and Illustrator and Define Their Roles (RL.K.1, RL.K.6) • Identify Characters in a Story (RL.K.1, RL.K.3) • Compare and Contrast a Story and an Informational Text (RL.K.9)	• a/a/ (RF.K.2d, RF.K.3a, RF.K.2c)
		Shared Read 6	Five Little Monkeys	Literary Text: Poetry	360				
		Extended Read 2	Rules Are Cool	Literary Text: Fiction	210				
		Pre-Decodable Readers	I Like; I Am	N/A	N/A				

Foundational: Concepts About Print	Foundational: High-Frequency Words	Foundational: Fluency	Writing	Speaking and Listening	Language: Conventions of English	Language: Vocabulary Acquisition	Language: English Language Development (ESL)
• Print Conveys Meaning (RF.K.1b)		• Rate: Pacing (RF.K.4)	• Write Key Details (W.K.2, W.K.8) • Write About School Rules (W.K.3, W.K.8) • Write About Owning a Pet (W.K.2, W.K.8) • Write an Opinion (W.K.1, W.K.8) • Write a Comparison and Contrast Text (W.K.2, W.K.8)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.K.1, SL.K.2, SL.K.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.K.4, SL.K.5, SL.K.6) are addressed in the Connect Across Discipline Projects.	• Nouns (L.K.1b)		<u>Grammar and Syntax</u> • Sentences (3) • Nouns (8) • Plural nouns (9) • Nouns and verbs (12) • Verbs (14, 15) • Conjunctions (15) <u>Text Structure</u> • Sequential (5) • Cause and effect (7, 10, 11, 13) <u>Vocabulary</u> • Academic language (5, 7, 10, 11, 13) <u>Interact in Meaningful Ways</u> • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
• Print Conveys Meaning (RF.K.1b) • Identify Book Parts (RI.K.5, RI.K.6)	• **New:** I (RF.K.3c)	• Accuracy: Self-Correct (RF.K.4)	• Write Key Details (W.K.2, W.K.8) • Write School Rules (W.K.3, W.K.8) • Write an Opinion about School Rules (W.K.1, W.K.8) • Write a List About Respect (W.K.2, W.K.8) • Plan and Draft a Response to the Essential Question (W.K.2, W.K.5, W.K.8)		• Verbs (L.K.1b)		
• Print Conveys Meaning (RF.K.1b)	• **New:** like • **Review:** I (RF.K.3c)	• Prosody: Expression • Dramatic Expression • Inflection/ Intonation: Pitch (RF.K.4)	• Write Key Events (W.K.2, W.K.8) • Write an Opinion (W.K.1, W.K.8) • Write a Class Letter (W.K.3, W.K.8) • Write a Comparison and Contrast Text (W.K.2, W.K.8) • Revise and Edit a Response to the Essential Question (W.K.2, W.K.5, W.K.6)		• Nouns (L.K.1b) • Verbs (L.K.1b)		

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Unit 2: Every Story Has Characters

Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading: Literary and Informational Standards Focus	Foundational: Phonics
2	1	Shared Read 1	Sad Ladybug, Glad Ladybug	Literary Text: Realistic	360		K.1.2	• Listen and Retell Key Events (RI.K.1, RI.K.2, RI.K.5, RI.K.10, RI.K.10a, RI.K.10b) • Identify Genre: Fantasy (RL.K.1, RL.K.5) • Identify and Describe Story Characters (RL.K.1, RL.K.3) • Listen and Retell Key Details (RL.K.1, RL.K.3, RL.K.5, RL.K.10, RL.K.10a, RL.K.10b) • Make Inferences About Characters (RL.K.1, RL.K.3) • Identify Major Story Events (RL.K.1, RL.K.3) • Compare and Contrast Adventures of Two Characters (RL.K.3, RL.K.9)	• s/s/ (RF.K.2d, RF.K.3a, R.F.K.c)
		Mentor Read 1	The Tortoise and the Hare	Literary Text: Fable	480				
		Mentor Read 2	The Little Helper	Literary Text: Fiction	610				
		Pre-Decodable Readers	I Am Sam; We Like Sam	N/A	N/A				
	2	Shared Read 3	A Birthday Cat	Literary Text: Realistic	390			• Listen and Retell Key Events (RL.K.1, RL.K.2, RL.K.3, RL.K.5, RL.K.6, RL.K.10, RL.K.10a, RL.K.10b) • Identify Story Characters (RL.K.1, RL.K.3) • Find Text Evidence: Make Inferences About Characters (RL.K.1, RL.K.3) • Find Text Evidence: Story Events (RL.K.1, RL.K.3) • Find Text Evidence: Text Type: Fantasy (RL.K.1, RL.K.5) • Compare and Contrast Fantasy Characters (RL.K.1, RL.K.9)	• t/t/ (RF.K.2d, RF.K.3a, RF.K.3c)
		Shared Read 4	Bear and Fox	Literary Text: Animal Fantasy	470				
		Extended Read 1	Goldilocks and the Three Bears	Literary Text: Fable	500				
		Pre-Decodable Readers	I See; Tam and Sam; Go, Go, Go!	N/A	N/A				
	3	Shared Read 5	New Friends	Literary Text: Realistic	300			• Listen and Retell Key Details (RL.K.1, RL.K.2, RL.K.5, RL.K.6, RL.K.10, RL.K.10a, RL.K.10b) • Find Text Evidence: Story Events (RL.K.1, RL.K.2, RL.K.3) • Find Evidence: Make Inferences About Character (RL.K.1, RL.K.3) • Compare and Contrast Fantasy Characters (RL.K.9)	• n/n/ (RF.K.2d, RF.K.3a, RF.K.3c)
		Shared Read 6	Little Bo-Peep	Literary Text: Animal Fantasy	NP				
		Extended Read 2	The Little Red Hen	Literary Text: Folktale	340				
		Pre-Decodable Readers	I See Nat; We Like Baseball; We Plant	N/A	N/A				

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Foundational: Concepts About Print	Foundational: High-Frequency Words	Foundational: Fluency	Writing	Speaking and Listening	Language: Conventions of English	Language: Vocabulary Acquisition	Language: English Language Development (ESL)
• Directionality: Left to Right (RF.K.1a)	• **New:** the, we (RF.K.3c)	• Rate: Pausing (RF.K.4)	• Write Key Events (W.K.2, W.K.8) • Write an Opinion (W.K.1, W.K.8) • Write About a Character (W.K.2, W.K.5, W.K.8) • Write a Monologue (W.K.3, W.K.8) • Write to Compare and Contrast Two Characters (W.K.2, W.K.8)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.K.1, SL.K.2, SL.K.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.K.4, SL.K.5, SL.K.6) are addressed in the Connect Across Discipline Projects.	• Form Regular Plural Nouns (L.K.1c)	• Shades of Meaning (L.K.5d, L.K.6)	<u>Grammar and Syntax</u> • Nouns (3, 8) • Adjectives (9) • Articles (12) • Verbs (15) <u>Text Structure</u> • Cause and effect (2, 13) • Compare and contrast (4, 7) • Sequential (5, 10) <u>Vocabulary</u> • Academic language (2, 4, 5, 7, 10, 13) • Articles (the) (12) • Opposites (14) <u>Interact in Meaningful Ways</u> • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
• Directionality: Top to Bottom (RF.K.1a)	• **New:** see, go (RF.K.3c)	• Accuracy: Use Context (RF.K.4)	• Write Key Events (W.K.2, W.K.8) • Write an Opinion (W.K.1, W.K.8) • Write a New Ending (W.K.3, W.K.8) • Write an Opinion (W.K.1, W.K.8) • Plan and Draft a Response to the Essential Question (W.K.2, W.K.5)		• Understand and Use Question Words (L.K.1d)	• Shades of Meaning (L.K.5d)	
• Directionality: Left to Right (RF.K.1a) • Directionality: Top to Bottom (RF.K.1a)	• **Review:** I, like, the, we, see, go (RF.K.3c)	• Prosody: Pitch • Expression–Characterization/ Feelings • Inflection/ Intonation: Stress (RF.K.4)	• Write Key Events (W.K.2, W.K.6, W.K.8) • Write Story Events (W.K.3, W.K.8) • Write an Opinion (W.K.1, W.K.8) • Write a Comparison and Contrast Text (RL.K.9) • Revise and Edit a Response to the Essential Question (W.K.2, W.K.5, W.K.6, W.K.8)		• Form Regular Plural Nouns (L.K.1c)	• Shades of Meaning (L.K.5d)	

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Unit 3: Plants and Animals Have Needs

Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading: Literary and Informational Standards Focus	Foundational: Phonics
3	1	Shared Read 1	What Do Chimps Need?	Informational Text: Science	530	K-LS1-1 K-ESS2-2 K-ESS3-1		• Listen and Retell Key Details (RI.K.1, RI.K.2, RI.K.10, RI.K.10a, RI.K.10b) • Identify and Describe the Sequence of Events (RI.K.1, RI.K.3) • Make Connections Between Illustrations and Events in the Text (RI.K.1, RI.K.7) • Listen and Retell Text Features (RI.K.1, RI.K.2, RI.K.7, RI.K.10, RI.K.10a, RI.K.10b) • Identify Author's Reasons (RI.K.1, RI.K.8) • Identify Text Features: Use Labels (RI.K.1, RI.K.5) • Compare and Contrast Two Informational Texts (RI.K.9)	• i/i/ (RF.K.2d, RF.K.3a, RF.K.3c)
		Shared Read 2	The Three Bears Plant Berries	Literary Text: Animal Fantasy	500				
		Mentor Read 1	Lessons from Mama Bear	Informational Text: Science	450				
		Mentor Read 2	Grow, Pumpkin, Grow!	Informational Text: Science	590				
		Pre-Decodable Reader	Sit, Sit, Sit	N/A	N/A				
	2	Shared Read 3	Plants in a Greenhouse	Informational Text: Science	400			• Listen and Retell Key Events (RI.K.1, RI.K.2, RI.K.10, RI.K.10a, RI.K.10b) • Identify and Describe the Sequence of Events (RI.K.1, RK.K.3) • Identify Author's Reasons (RI.K.1, RI.K.8) • Find Text Evidence: Make Connections Between Illustrations and Events in the Text (RI.K.1, RI.K.7) • Use Text Features: Labels (RI.K.1, RI.K.7) • Compare and Contrast Two Texts on the Same Topic (RI.K.1, RI.K.9)	• f/f/ (RF.K.2d, RF.K.2c, RF.K.3a)
		Shared Read 4	My Garden	Literary Text: Poetry	NP				
		Extended Read 1	What Do Plants Need?	Informational Text: Science	500				
		Pre-Decodable Reader	It Can Fit!	N/A	N/A				
	3	Shared Read 5	What Do Emperor Penguins Need?	Informational Text: Science	400			• Listen and Retell Key Details (RI.K.1, RI.K.2, RI.K.10, RI.K.10a, RI.K.10b) • Identify Author's Reasons (RI.K.1, RI.K.8) • Use Text Features: Labels (RI.K.1, RI.K.7) • Compare and Contrast Two Texts on the Same Topic (RI.K.9)	• p/p/ (RF.K.2c, RF.K.2d, RF.K.3a)
		Shared Read 6	What Do Animals Eat?	Literary Text: Poetry	390				
		Extended Read 2	What Do Animals Need?	Informational Text: Science	510				
		Pre-Decodable Reader	I Am Pat	N/A	N/A				

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Foundational: Concepts About Print	Foundational: High-Frequency Words	Foundational: Fluency	Writing	Speaking and Listening	Language: Conventions of English	Language: Vocabulary Acquisition	Language: English Language Development (ESL)
• Concept of Word (RF.K.1b)	• **New:** she, can (RF.K.3c)	• Rate: Pausing (RF.K.4)	• Write Key Details (W.K.2, W.K.8) • Write a Narrative (W.K.3, W.K.8) • Write About the Role of the Author and Illustrator (W.K.2, W.K.8) • Write a Pumpkin Story (W.K.3, W.K.8) • Write About Text Illustrations (W.K.2, W.K.8)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.K.1, SL.K.2, SL.K.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.K.4, SL.K.5, SL.K.6) are addressed in the Connect Across Discipline Projects.	• Capitalization (L.K.2a)	• Use Context Clues (L.K.4, L.K.6)	<u>Grammar and Syntax</u> • Verbs (3, 12) • Nouns (8, 12, 14) • Plural nouns (9) • Sentences (10) <u>Text Structure</u> • Sequential (5) <u>Vocabulary</u> • Description words (1, 2, 4, 11) • Academic language (5) • Domain-specific vocabulary (15) <u>Interact in Meaningful Ways</u> • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
• Words Are Made Up of Letters (RF.K.1b)	• **New:** is, a (RF.K.3c)	• Accuracy: Rereading (RF.K.4)	• Write Key Details (W.K.2, W.K.8) •Write an Opinion (W.K.1, W.K.8) • Write a Narrative (W.K.3, W.K.8) • Write an Opinion (W.K.1, W.K.8) • Plan and Draft a Response to the Essential Question (W.K.2, W.K.5, W.K.8)		• Complete Sentences (L.K.1f)	• Use Context Clues (L.K.6)	
• Concept of Word (RF.K.1b) • Words Are Made Up of Letters (RF.K.1b)	• **Review:** the, we, see, go, she, can, is, a (RF.K.3c)	• Prosody: Intonation • Pausing–Full Stop • Inflection/ Intonation: Stress (RF.K.4)	• Write Key Details (W.K.2, W.K.8) • Write Riddles (W.K.3, W.K.8) • Write an Opinion (W.K.1, W.K.8) • Write a Comparison and Contrast Text (W.K.2, W.K.8) • Revise and Edit a Response to the Essential Questions (W.K.2, W.K.5, W.K.6, W.K.8)		• Capitalization (L.K.2a) • Complete Sentences (L.K.1f)	• Identify Real-Life Connections Between Words and Their Use (L.K.5c)	

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Grade K Skills and Strategies

Unit 4: Writers Tell Many Stories

Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading: Literary and Informational Standards Focus	Foundational: Phonics
4	1	Shared Read 1	Pat's Amazing Pet	Literary Text: Realistic	220		K.1.2 K.1.4	• Listen and Retell Key Details (RL.K.1, RL.K.2, RL.K.5, RL.K.10, RL.K.10a, RL.K.10b) • Make, Confirm, and Revise Predictions (RL.K.1, RL.K.7, RL.K.10b) • Listen and Retell Story Events (RL.K.1, RL.K.2, RL.K.3, RL.K.5, RL.K.10, RL.K.10a, RL.K.10b) • Identify Story Events (RL.K.1, RL.K.2, RL.K.3) • Compare and Contrast the Adventures of Two Characters (RL.K.3, RL.K.9)	• o/o/ (RK.K.2d, RF.K.3a, RF.K.3c, RF.K.3b)
		Shared Read 2	Itsy, Bitsy Spider	Literary Text: Poetry	560				
		Mentor Read 1	Who Did It?	Literary Text: Fiction	240				
		Mentor Read 2	The Spider and the Deer	Literary Text: Fiction	530				
		Decodable Reader	Pop! Pop! Pop!	N/A	N/A				
	2	Shared Read 3	Come Out and Play	Literary Text: Animal Fantasy	530			• Listen and Retell Key Details (RL.K.1, RL.K.2, RL.K.5, RL.K.10, RL.K.10a, RL.K.10b) • Find Text Evidence: Identify Story Elements (RL.K.1, RL.K.3) • Find Text Evidence: Identify the Role of Author and Illustrator (RL.K.6, RL.K.7) • Find Text Evidence: Make, Confirm, and Revise Predictions (RL.K.1, RL.K.7, RL.K.10, RL.K.10a, RL.K.10b) • Compare and Contrast Two Fictional Texts (RL.K.1, RL.K.9)	• c/k/ (RF.K.2d, RF.K.3a, RF.K.3b, RF.K.3c)
		Shared Read 4	Higglety, Pigglety, Pop!	Literary Text: Poetry	NP				
		Extended Read 1	Who's in the Shed?	Literary Text: Fiction	320				
		Decodable Reader	Cat in a Cap	N/A	N/A				
	3	Shared Read 5	A Home Run	Literary Text: Realistic	230			• Listen and Retell Key Details (RL.K.1, RL.K.2, RL.K.5, RL.K.10, RL.K.10a, RL.K.10b) • Find Text Evidence: Identify Story Elements (RL.K.1, RL.K.3) • Find Text Evidence: Identify the Role of Author and Illustrator (RL.K.1, RL.K.6, RL.K.7) • Compare and Contrast Two Stories (RL.K.9)	• h/h/ (RF.K.2d, RF.K.3a, RF.K.3b, RF.K.3c)
		Shared Read 6	A Pot of Gold	Literary Text: Fairy Tale	540				
		Extended Read 2	Ungalala	Literary Text: Fiction	400				
		Decodable Reader	Hot, Hot, Hot	N/A	N/A				

Foundational: Concepts About Print	Foundational: High-Frequency Words	Foundational: Fluency	Writing	Speaking and Listening	Language: Conventions of English	Language: Vocabulary Acquisition	Language: English Language Development (ESL)
• Directionality: Return Sweep (RF.K.1a)	• **New:** he, has (RF.K.3c)	• Rate: Pacing (RF.K.4)	• Write Key Events (W.K.2, W.K.8) • Write a Narrative (W.K.3, W.K.8) • Write Story Events (W.K.2, W.K.8) • Write a Thank-You Note (W.K.3, W.K.8) • Write to Compare and Contrast Texts (W.K.2, W.K.8)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.K.1, SL.K.2, SL.K.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.K.4, SL.K.5, SL.K.6) are addressed in the Connect Across Discipline Projects.	• Use Prepositions (L.K.1e)	• Inflections (L.K.4b) • Clarify New Meanings for Familiar Words (L.K.4a)	<u>Conventions of English</u> • End punctuation (9) <u>Grammar and Syntax</u> • Nouns and adjectives (1) • Verbs (2, 4) • Prepositions (3) • Past tense verbs (10) • Nouns (11, 12) • Sentence structure (14) <u>Text Structure</u> • Sequence of events (4, 6, 13) • Compare and contrast (5) <u>Vocabulary</u> • Academic language (4, 5, 6, 13) • Context clues (7) • Color words (8) • Opposites (15) <u>Interact in Meaningful Ways</u> • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
• Match Spoken Word to Written Word (RF.K.1c)	• **New:** play, little (RF.K.3c)	• Accuracy: Self-Correct (RF.K.4)	• Write Key Events (W.K.2, W.K.8) • Write an Opinion (W.K.1, W.K.8) • Write a Variation on the Story (W.K.3, W.K.8) • Plan and Draft a Response to the Essential Question (W.K.2, W.K.5, W.K.8)		• Recognize and Name End Punctuation (L.K.2b)	• Inflections (L.K.4b) • Identify Real-Life Connections Between Words and Their Use (L.K.5c)	
• Directionality: Return Sweep (RF.K.1a) • Match Spoken Word to Written Word (RF.K.1c)	• **Review:** she, is, a, he, has, play, little (RF.K.3c)	• Prosody: Phrasing • Expression–Characterization/ Feelings • Inflection/ Intonation–Stress (RF.K.4)	• Write Key Events (W.K.2, W.K.8) • Write a Comparison (W.K.2, W.K.8) • Write an Opinion (W.K.1, W.K.8) • Write a Comparison and Contrast Text (W.K.3, W.K.8) • Revise and Edit a Response to the Essential Question (W.K.2, W.K.5, W.K.6, W.K.8)		• Use Prepositions (L.K.1e) • Recognize and Name End Punctuation (L.K.2b)	• Clarify New Meanings for Familiar Words (L.K.4a)	

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Unit 5: Technology at Home and School

Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading: Literary and Informational Standards Focus	Foundational: Phonics
5	1	Shared Read 1	Cars of the Future	Informational Text: Science	730	K-2-ETS1-1 K-2-ETS1-2	K.1.2 K.6.3	• Listen and Retell Key Details (RI.K.1, RI.K.2, RI.K.10, RI.K.10a, RI.K.10b) • Use Text Features: Illustrations and Captions (RI.K.1, RI.K.5) • Listen and Retell Story Events (RL.K.1, RL.K.2, RL.K.3, RL.K.5, RL.K.10, RL.K.10a, RL.K.10b) • Identify Story Characters and Events (RL.K.1, RL.K.3) • Use Illustrations to Compare and Contrast Story Characters and Setting (RL.K.7) • Compare and Contrast an Informational Text and Story (RI.K.5, Rl.K.9)	• b/b/ (RF.K.2d, RF.K.3a, RF.K.3c)
		Mentor Read 1	Up, Up, and Away!	Informational Text: Science	590				
		Mentor Read 2	1, 2, 3, Blast Off!	Literary Text: Fiction	420				
		Decodable Reader	Bob, Tab, and I	N/A	N/A				
	2	Shared Read 3	Our Amazing Phones	Informational Text: Social Studies	560			• Listen and Retell Key Details (RI.K.1, RI.K.2, RI.K.10, RI.K.10a, RI.K.10b) • Use Text Features: Illustrations and Captions (RI.K.1) • Find Text Evidence: Make Connections Between Information in the Text and the Photos (RI.K.3) • Find Text Evidence: Identify Author's Reasons (RI.K.8) • Compare and Contrast a Story and an Informational Text (RI.K.5, Rl.K.9)	• u/u/ (RF.K.2d, RF.K.3a, RF.K.3b, RF.K.3c)
		Shared Read 4	The Wheels on the Bus	Literary Text: Poetry	NP				
		Extended Read 1	Technology at Home and School: Past and Present	Informational Text: Social Studies	600				
		Decodable Reader	Go Up, Up, Up	N/A	N/A				
	3	Shared Read 5	A Thank You Note for Gram	Literary Text: Realistic	590			• Listen and Retell Key Events (RL.K.1, RL.K.2, RL.K.5, RL.K.10, RL.K.10a, RL.K.10b) • Find Text Evidence: Identify Story Characters and Events (RL.K.3) • Find Text Evidence: Describe the Relationship Between Story Illustrations and Text (RL.K.7, RL.K.10, RL.K.10a, RL.K.10b) • Compare and Contrast Two Texts on the Same Topic (RL.K.5, RI.K.9)	• r/r/ (RF.K.2b, RF.K.3a, RF.K.3c)
		Shared Read 6	Then and Now	Literary Text: Poetry	410				
		Extended Read 2	The No-Tech Day of Play	Literary Text: Realistic	490				
		Decodable Reader	Rob, Ron, and I	N/A	N/A				

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Foundational: Concepts About Print	Foundational: High-Frequency Words	Foundational: Fluency	Writing	Speaking and Listening	Language: Conventions of English	Language: Vocabulary Acquisition	Language: English Language Development (ESL)
• End Punctuation (RL.K.2b)	• **New:** and, you (RF.K.3c)	• Rate: Pausing (RF.K.4)	• Write Key Details (W.K.2, W.K.8) • Write a Narrative (W.K.3, W.K.8) • Write Key Events (W.K.3, W.K.8) • Write a Story Extension (W.K.3, W.K.8) • Write a Comparison and Contrast Text (W.K.2)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.K.1, SL.K.2, SL.K.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.K.4, SL.K.5, SL.K.6) are addressed in the Connect Across Discipline Projects.	• Nouns (L.K.1b)	• Sort Objects into Categories (L.K.5a)	<u>Grammar and Syntax</u> • Nouns (8, 14) • Verbs (9, 10) • Possessives (11) • Prepositions (12) • Sentences (15) <u>Vocabulary</u> • Academic language (1) • Opposites (3) • Build vocabulary (4, 7) • Rhyme (13) <u>Interact in Meaningful Ways</u> • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
• Page Sequencing (RF.K.1a)	• **New:** with, big (RF.K.3c)	• Accuracy: Use Context (RF.K.4)	• Write Key Details (W.K.2, W.K.8) • Write a Text Extension (W.K.2) • Write About Technology (W.K.2, W.K.8) • Write an Opinion (W.K.1, W.K.8) • Plan and Draft a Response to the Essential Question (W.K.2, W.K.5, W.K.8)		• Verbs (L.K.1b)	• Relate Words to Their Opposites (L.K.5b) • Identify New Meanings for Familiar Words (L.K.4a)	
• End Punctuation (RL.K.2b) • Page Sequencing (RF.K.1a)	• **Review:** he, has, play, little, and, you, with, big (RF.K.3c)	• Prosody: Expression • Pausing–Full Stop • Expression–Dramatic Expression (RF.K.4)	• Write Key Events (W.K.3, W.K.8) • Write an Opinion (W.K.1, W.K.8) • Write a Story Event (W.K.3, W.K.8) • Write About Technology (W.K.2, W.K.8) • Revise and Edit a Response to the Essential Question (W.K.2, W.K.5, W.K.6, W.K.8)		• Nouns (L.K.1b) • Verbs (L.K.1b)		

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Unit 6: Stories Have a Message

Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading: Literary and Informational Standards Focus	Foundational: Phonics
6	1	Shared Read 1	Crow Learns a Lesson	Literary Text: Fable	410		K.1.1 K.1.2	• Listen and Retell Key Events (RL.K.1, RL.K.2, RL.K.10, RL.K.10a, RL.K.10b) • Identify Story Elements (RL.K.1, RL.K.3) • Identify the Central Message (RL.K.1, RL.K.2) • Listen and Retell Story Elements (RL.K.2, RL.K.3, RL.K.5, RL.K.10, RL.K.10a, RL.K.10b) • Make Connections Between Illustrations and Events (RL.K.1, RL.K.3, RL.K.7) • Make Inferences About Characters (RL.K.1, RL.K.3) • Compare and Contrast Experiences of Characters (RL.K.3, RL.K.9)	• e/e/ (RF.K.2d, RF.K.3a, RF.K.3b, RF.K.3c)
		Shared Read 2	Helping Each Other	Literary Text: Realistic	500				
		Mentor Read 1	All Together Now!	Literary Text: Animal Fantasy	380				
		Mentor Read 2	A House for Max	Literary Text: Realistic	440				
		Decodable Reader	Ten Red Hens	N/A	N/A				
	2	Shared Read 3	A New Hat for Hen	Literary Text: Animal Fantasy	410			• Listen and Retell Key Events (RL.K.1, RL.K.2, RL.K.5, RL.K.10, RL.K.10a, RL.K.10b) • Find Text Evidence: Central Message (RL.K.1, RL.K.2) • Find Text Evidence Using Illustrations and Events (RL.K.1, RL.K.7) • Find Text Evidence About Characters (RL.K.1, RL.K.3) • Compare and Contrast Characters (RL.K.1, RL.K.9)	• g/g/ (RF.K.2d, RF.K.2f, RF.K.3a, RF.K.3c)
		Shared Read 4	Good, Better, Best	Literary Text: Poetry	NP				
		Extended Read 1	The Three Little Pigs	Literary Text: Fairy Tale	530				
		Decodable Reader	Get Up, Meg!	N/A	N/A				
	3	Shared Read 5	The Peacock and the Gull	Literary Text: Pourquoi Tale	690			• Listen and Retell Key Events (RL.K.1, RL.K.2, RL.K.3, RL.K.5, RL.K.10, RL.K.10a, RL.K.10b) • Find Text Evidence: Central Message (RL.K.2) • Find Text Evidence: Story Elements (RL.K.1, RL.K.3) • Compare and Contrast Characters (RL.K.9)	• d/d/ (RF.K.2d, RF.K.3a, RF.K.3c)
		Shared Read 6	Sharing	Literary Text: Poetry	NP				
		Extended Read 2	The Boy Who Cried Wolf	Literary Text: Fable	420				
		Decodable Reader	Dan and Ed	N/A	N/A				

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Foundational: Concepts About Print	Foundational: High-Frequency Words	Foundational: Fluency	Writing	Speaking and Listening	Language: Conventions of English	Language: Vocabulary Acquisition	Language: English Language Development (ESL)
• Print Conveys Meaning (RF.K.1b)	• **New:** for, no (RF.K.3c)	• Rate: Pacing (RF.K.4)	• Write Key Events (W.K.3, W.K.8) • Write a Narrative (W.K.2, W.K.8) • Write Key Events (W.K.3, W.K.8) • Write a Short Narrative (W.K.3, W.K.8) • Write an Opinion (W.K.1, W.K.8)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.K.1, SL.K.2, SL.K.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.K.4, SL.K.5, SL.K.6) are addressed in the Connect Across Discipline Projects.	• Regular Plural Nouns (L.K.1c)	• Relate Words to Their Opposites (L.K.5b) • Shades of Meaning (L.K.5b)	<u>Conventions of English</u> • End Punctuation (11) <u>Grammar and Syntax</u> • Verbs (2, 5, 10, 13) • Nouns (3, 4, 14) • Conjunctions (4) • Plural nouns (8) • Past tense verbs (15) <u>Text Structure</u> • Sequential (7) <u>Vocabulary</u> • Emotion words (1, 6, 9) • Question words (12) • Academic language (7) <u>Interact in Meaningful Ways</u> • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
• Directionality: Left to Right (RF.K.1a)	• **New:** jump, one (RF.K.3c)	• Accuracy: Rereading (RF.K.4)	• Write Key Events (W.K.3, W.K.8) • Write the Central Message (W.K.2, W.K.8) • Write a Story Extension (W.K.3, W.K.5, W.K.8) • Write a Letter (W.K.3, W.K.8) • Plan and Draft a Response to the Essential Question (W.K.2, W.K.5, W.K.8)		• Question Words (L.K.1d)	• Use Word Endings to Understand Word Meanings (L.K.4b) • Relate Words to Their Opposites (L.K.5b)	
• Print Conveys Meaning (RF.K.1b) • Directionality: Left to Right (RF.K.1a)	• **Review:** and, you, with, for, no, jump, one (RF.K.3c)	• Prosody: Inflection • Expression–Characterization/ Feelings • Inflection/ Intonation–Volume (RF.K.4)	• Write Key Events (W.K.3, W.K.8) • Write the Central Message (W.K.2, W.K.8) • Write an Opinion (W.K.1, W.K.8) • Write a Comparison and Contrast Text (W.K.2, W.K.8) • Revise and Edit a Response to the Essential Question (W.K.2, W.K.5, W.K.6)		• Regular Plural Nouns (L.K.1c) • Question Words (L.K.1d)	• Identify New Meanings for Familiar Words (L.K.4a)	

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Unit 7: Holidays & Celebrations

Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading: Literary and Informational Standards Focus	Foundational: Phonics
7	1	Shared Read 1	Veterans Day	Informational Text: Social Studies	790		K.2 K.6.1 K.6.2 K.6.3	• Listen and Retell Key Details (RI.K.1, RI.K.2, RI.K.5, RI.K.10, RI.K.10a, RI.K.10b) • Identify Cause and Effect Relationships (RI.K.3, RI.K.7) • Listen and Retell Key Details (RK.K.1, RI.K.2, RI.K.10, RI.K.10a, RI.K.10b) • Identify Opinions and Reasons (RI.K.6, RI.K.8) • Use Text Features: Captions and Labels (RI.K.5) • Compare and Contrast: Informational Text (RI.K.9)	• w/w/ (RF.K.2d, RF.K.3a, RF.K.3c)
		Shared Read 2	A Late Thanksgiving Dinner	Literary Text: Realistic	500				
		Mentor Read 1	The First Thanksgiving	Informational Text: Social Studies	640				
		Mentor Read 2	Let's Celebrate Thomas Edison	Opinion Text	620				
		Decodable Reader	Win, Win, Win!	N/A	N/A				
	2	Shared Read 3	Presidents' Day	Informational Text: Social Studies	550			• Listen and Retell Key Details (RI.K.1, RI.K.2, RI.K.10, RI.K.10a, RI.K.10b) • Find Text Evidence: Identify Cause and Effect (RI.K.3) • Find Text Evidence: Describe the Relationship Between Text and Illustrations (RI.K.7) • Find Text Evidence: Author's Reasons (RI.K.8) • Compare and Contrast: Informational Text (RI.K.9)	• l/l/ (RF.K.2d, RK.K.2f, RF.K.3a, RF.K.3c)
		Shared Read 4	A Day for Martin Luther King Jr.	Informational Text: Social Studies	670				
		Extended Read 1	People We Celebrate	Informational Text: Social Studies	630				
		Decodable Reader	I Am Lin	N/A	N/A				
	3	Shared Read 5	Let's Celebrate Earth Day!	Informational Text: Social Studies	810			• Listen and Retell Key Details (RI.K.1, RI.K.2, RI.K.10, RI.K.10a, RI.K.10b) • Find Text Evidence: Identify Author's Purpose (RI.K.8) • Find Text Evidence: Describe Relationships Between Text and Illustrations (RI.K.1, RI.K.7) • Compare and Contrast Two Nonfiction Texts (RI.K.9)	• j/j/ (RF.K.2d, RF.K.3a, RF.K.3c)
		Shared Read 6	Happy Birthday, USA!	Literary Text: Poetry	110				
		Extended Read 2	In My Opinion…These are the Best Ways to Celebrate Holidays	Opinion Text	650				
		Decodable Reader	Jim and Jan	N/A	N/A				

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Foundational: Concepts About Print	Foundational: High-Frequency Words	Foundational: Fluency	Writing	Speaking and Listening	Language: Conventions of English	Language: Vocabulary Acquisition	Language: English Language Development (ESL)
• Directionality: Top to Bottom (RF.K.1a)	• **New:** have, are (RF.K.3c)	• Rate: Pausing (RF.K.4)	• Write Key Details (W.K.2, W.K.8) • Write About a Cause and Effect (W.K.3, W.K.5, W.K.8) • Write a List of Author's Reasons (W.K.2, W.K.8) • Write an Opinion (W.K.1, W.K.8) • Write a Compare and Contrast Text (W.K.2, W.K.8)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.K.1, SL.K.2, SL.K.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.K.4, SL.K.5, SL.K.6) are addressed in the Connect Across Discipline Projects.	• Prepositions (L.K.1e)	• Relate Adjectives to Their Opposites (L.K.5b) • Use Context Clues (RI.K.4)	<u>Grammar and Syntax</u> • Nouns (3, 8) • Sentences (9, 15) • Plural nouns (12) • Verbs (14) <u>Text Structure</u> • Cause and effect (4) • Problem and solution (11) <u>Vocabulary</u> • Academic language (4, 11) • Description words (7) <u>Interact in Meaningful Ways</u> • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
• Concept of Word (RF.K.1b)	• **New:** said, two (RF.K.3c)	• Accuracy: Self-Monitoring (RF.K.4)	• Write Key Details (W.K.2, W.K.8) • Write a Dialogue (W.K.3, W.K.8) • Write a Thank-You Note (W.K.3, W.K.8) • Write an Opinion (W.K.1, W.K.8) • Plan and Draft a Response to the Essential Question (W.K.2, W.K.5, W.K.8)		• Complete Sentences (L.K.1a, L.K.1f)	• Use Inflections to Understand Word Meaning (L.K.4b) • Use Context Clues (L.K.4)	
• Directionality: Top to Bottom (RF.K.1a) • Concept of Word (RF.K.1b)	• **Review:** for, no, jump, one, have, are, said, two (RF.K.3c)	• Prosody: Pitch • Inflection/ Intonation–Volume • Expression–Characterization/ Feelings (RF.K.4)	• Write Key Details (W.K.2, W.K.8) • Write Speech Bubble (W.K.1, W.K.8) • Write an Opinion (W.K.1, W.K.8) • Write a Comparison and Contrast Text (W.K.2, W.K.5, W.K.8) • Revise and Edit a Response to the Essential Question (W.K.2, W.K.5, W.K.6, W.K.8)		• Prepositions (L.K.1e) • Complete Sentences (L.K.1a, L.K.1f)	• Sort Words Into Categories (L.K.5a)	

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Unit 8: Weather & Seasons

Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading: Literary and Informational Standards Focus	Foundational: Phonics
8	1	Shared Read 1	How is the Weather?	Informational Text: Science	500	K-ESS2-1 K-ESS2-2 K-ESS2-3 K-ESS3-1 K-ESS3-2 K-PS3-1	K.1.3	• Listen and Retell Key Details (RI.K.1, RI.K.2, RI.K.5, RI.K.10, RI.K.10a, RI.K.10b) • Listen to Identify Cause and Effect (RI.K.8, RI.K.10, RI.K.10a, RI.K.10b) • Listen and Retell Key Details (RL.K.1, RL.K.2, RL.K.5, RL.K.10, RL.K.10a, RL.K.10b) • Identify the Setting (RL.K.3, RL.K.4, RL.K.7) • Use Illustrations and Text to Understand Story Events (RL.K.7)	• k/k/ (RF.K.2d, RF.K.3a, RF.K.3c)
		Shared Read 2	A Rainy Day Picnic	Literary Text: Realistic	600				
		Mentor Read 1	The Coolest Vacation	Informational Text: Social Studies	610				
		Mentor Read 2	The Great Blizzard	Literary Text: Realistic	340				
		Decodable Reader	Kids Have Fun	N/A	N/A				
	2	Shared Read 3	The Four Seasons of the Year	Informational Text: Science	340			• Listen and Retell Key Details (RI.K.1, RI.K.5, RI.K.10, RI.K.10a, RI.K.10b) • Find Text Evidence: Main Topic and Key Details (RI.K.2) • Find Text Evidence: Cause and Effect (RI.K.8) • Find Text Evidence: Describe the Connection Between Pieces of Information in the Text (RI.K.3) • Compare and Contrast Two Informational Texts (RI.K.9)	• y/y/ (RF.K.2d, RF.K.3a, RF.K.3c)
		Shared Read 4	Fall	Literary Text: Poetry	180				
		Extended Read 1	Weather and Seasons	Informational Text: Science	480				
		Decodable Reader	Yes, Cubs!	N/A	N/A				
	3	Shared Read 5	A Yellow Mitten	Literary Text: Realistic	620			• Listen and Retell Key Details (RL.K.1, RL.K.2, RL.K.5, RL.K.10, RL.K.10a, RL.K.10b) • Find Text Evidence: Story Elements (RL.K.3) • Find Text Evidence: Describe Sequence of Events (RL.K.2) • Compare and Contrast Two Nonfiction Texts (RI.K.9)	• v/v/, q/kw/ (RF.K.2d, RF.K.3a, RF.K.3c)
		Shared Read 6	Snow City	Literary Text: Poetry	NP				
		Extended Read 2	One Snowy Day	Literary Text: Realistic	220				
		Decodable Reader	Val Is a Vet	N/A	N/A				

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Foundational: Concepts About Print	Foundational: High-Frequency Words	Foundational: Fluency	Writing	Speaking and Listening	Language: Conventions of English	Language: Vocabulary Acquisition	Language: English Language Development (ESL)
• Words Are Made Up of Letters (RF.K.1b)	• **New:** look, me (RF.K.3c)	• Rate: Pacing (RF.K.4)	• Write Key Details (W.K.2, W.K.8) • Write an Opinion (W.K.1, W.K.8) • Write Story Events (W.K.2, W.K.8) • Write Descriptive Sentences (W.K.3, W.K.5, W.K.8)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.K.1, SL.K.2, SL.K.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.K.4, SL.K.5, SL.K.6) are addressed in the Connect Across Discipline Projects.	• Capitalization (L.K.2a)	• Categories (L.K.5a) • Use Context Clues (L.K.6) • Identify New Meanings for Familiar Words (L.K.4a)	<u>Conventions of English</u> • Quotation marks (5) • Sentence punctuation (7) • Question marks (10) • End punctuation (12) <u>Grammar and Syntax</u> • Adjectives (3) • Proper nouns (4) • Sentences (9, 14) • Nouns (15) <u>Text Structure</u> • Cause and effect (2) <u>Vocabulary</u> • Academic language (2) • Domain-specific vocabulary (3, 8) • Suffixes (6) • Rhyming words (13) <u>Interact in Meaningful Ways</u> • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
• Directionality: Return Sweep (RF.K.1a)	• **New:** come, here (RF.K.3c)	• Accuracy: Self-Monitoring (RF.K.4)	• Write Key Details (W.K.2, W.K.5, W.K.8) • Write an Opinion (W.K.1, W.K.5, W.K.8) • Write a Narrative (W.K.3, W.K.8) • Write an Opinion (W.K.1, W.K.8) • Plan and Draft a Response to the Essential Question (W.K.2, W.K.5, W.K.8)		• End Punctuation (L.K.2b)	• Sort Words Into Categories (L.K.5a) • Use Context Clues (L.K.4)	
• Words Are Made Up of Letters (RF.K.1b)	• **Review:** have, are, said, two, look, me, come, here (RF.K.3c)	• Prosody: Phrasing • Pausing–Full Stop • Inflection/ Intonation: Stress (RF.K.4)	• Write Story Events (W.K.2, W.K.8) • Write a Narrative (W.K.3, W.K.8) • Write a New Ending (W.K.3, W.K.8) • Write a Comparison and Contrast Text (W.K.2, W.K.8) • Revise and Edit a Response to the Essential Question (W.K.2, W.K.5, W.K.6, W.K.8)		• Capitalization (L.K.2a) • Complete Sentences (L.K.1f) • End Punctuation (L.K.2b)	• Identify New Meanings for Familiar Words (L.K.4a)	

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Benchmark Advance
Grade K Skills and Strategies

Unit 9: Meeting Our Needs and Wants

Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading: Literary and Informational Standards Focus	Foundational: Phonics	Foundational: Concepts About Print	Foundational: High-Frequency Words	Foundational: Fluency	Writing	Speaking and Listening	Language: Conventions of English	Language: Vocabulary Acquisition	Language: English Language Development (ESL)
9	1	Shared Read 1	People Who Help Us	Informational Text: Social Studies	730	K-LS1-1	K.1.2 K.3 K.6.3	• Listen and Retell Key Details (RI.K.1, RI.K.2, RI.K.10, RI.K.10a, RI.K.10b) • Make Connections Between Illustrations and Text (RI.K.1, RI.K.7) • Listen and Retell Story Events (RL.K.1, RL.K.2, RL.K.5, RL.K.10, RL.K.10a, RL.K.10b) • Identify Text Structure: Problem and Solution (RL.K.1, RL.K.5) • Make Inferences About Characters (RL.K.1, RL.K.3) • Compare and Contrast: Make Text-to-Text Connections (RI.K.9)	• x/ks/, z/z/ (RF.K.2d, RF.K.3a, RF.K.3c)	• Match Spoken Word to Written Word (RF.K.1b) • End Punctuation (RL.K.2b)	**New:** to, my (RF.K.3c)	• Rate: Pausing (RF.K.4)	• Write Key Details (W.K.2, W.K.8) • Write a Narrative (W.K.2, W.K.8) • Write About Problem and Solutions (W.K.2, W.K.8) • Write About Characters (W.K.3, W.K.8) • Write a Compare and Contrast Text (W.K.2, W.K.8)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.K.1, SL.K.2, SL.K.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.K.4, SL.K.5, SL.K.6) are addressed in the Connect Across Discipline Projects.	• Expand Complete Sentences (L.K.1f)	• Sort Words into Categories (L.K.5a)	<u>Conventions of English</u> • End punctuation (12) <u>Grammar and Syntax</u> • Nouns (3, 8) • Sentences (9, 15) • Past tense verbs (14) <u>Text Structure</u> • Sequential (4) • Compare and contrast (11) • Cause and effect (13) <u>Vocabulary</u> • Domain-specific vocabulary (3, 8) • Academic language (4, 11, 13) <u>Interact in Meaningful Ways</u> • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
		Shared Read 2	A Birthday Wish List	Literary Text: Realistic	510												
		Mentor Read 1	Firefighters at Work	Informational Text: Social Studies	460												
		Mentor Read 2	A Gift for Mom	Literary Text: Realistic	490												
		Decodable Reader	Mr. Max	N/A	N/A												
	2	Shared Read 3	Trading for Needs and Wants	Informational Text: Social Studies	640			• Listen and Retell Key Details (RI.K.1, RI.K.2, RI.K.10, RI.K.10a, RI.K.10b) • Find Text Evidence: Compare and Contrast Text Structure (RI.K.1, RI.K.5) • Find Text Evidence: Make Connections Between Illustrations and Text (RI.K.7) • Find Text Evidence: Text Features (RI.K.1) • Compare and Contrast Realistic Fiction and Informational Text (RI.K.1, RI.K.9)	• Long a (final -e) (RF.K.2e, RF.K.3a, RF.K.3c)	• End Punctuation (RL.K.2b)	**New:** of, what (RF.K.3c)	• Accuracy: Use Context (RF.K.4)	• Write Key Details (W.K.2, W.K.8) • Write a Narrative (W.K.3, W.K.8) • Write an Opinion (W.K.1, W.K.8) • Write Labels (W.K.2, W.K.6) • Plan and Draft a Response to the Essential Question (W.K.2, W.K.5, W.K.8)		• Question Words (L.K.1d)	• Context Clues (L.K.4) • Antonyms (L.K.5b)	
		Shared Read 4	Meeting Needs in Different Ways	Informational Text: Social Studies	480												
		Extended Read 1	Our Needs and Wants	Informational Text: Social Studies	570												
		Decodable Reader	Gabe, Kate, and Dave	N/A	N/A												
	3	Shared Read 5	Bear Needs Help	Literary Text: Animal Fantasy	560			• Listen and Retell Story Events (RL.K.1, RL.K.2, RL.K.10, RL.K.10a, RL.K.10b) • Find Text Evidence: Identify Problem-Solution Text Structure (RL.K.1, RL.K.5) • Find Text Evidence: Make Inferences About Characters (RL.K.1, RL.K.5) • Compare and Contrast Informational Text and Fiction (RI.K.9)	• Long o (final -e) (RF.K.2d, RF.K.3a, RF.K.3b, RF.K.3c)	• Match Spoken Word to Written Word (RF.K.1b) • End Punctuation (RL.K.2b)	**Review:** look, me, come, here, to, my, of, what (RF.K.3c)	• Prosody: Expression • Pausing–Full Stop • Expression–Characterization/ Feelings (RF.K.4)	• Write Key Events (W.K.3, W.K.8) • Write About the Problem and Solution (W.K.1, W.K.8) • Write a Daily Schedule (W.K.3, W.K.8) • Write a Comparison-Contrast Text (W.K.2, W.K.8) • Revise and Edit a Response to the Essential Question (W.K.2, W.K.5, W.K.6)		• Expand Complete Sentences (L.K.1f) • Question Words (L.K.1d)	• Sort Words into Categories (L.K.5a)	
		Shared Read 6	What Do I Want?	Literary Text: Poetry	450												
		Extended Read 2	Munching Millie	Literary Text: Animal Fantasy	360												
		Decodable Reader	A Home for Moles	N/A	N/A												

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Benchmark Advance
Grade K Skills and Strategies

Unit 10: Forces and Motion																
Unit	**Week**	**Student Reads**	**Selection Title**	**Genre**	**Lexile**	**Next Generation Science Standards**	**CA-HSS Standards**	**Reading**	**Foundational**	**Foundational**			**Writing**	**Speaking and Listening**	**Language**		
								Literary and Informational Standards Focus	**Phonics**	**Concepts About Print**	**High-Frequency Words**	**Fluency**			**Conventions of English**	**Vocabulary Acquisition**	**English Language Development (ESL)**
10	1	Shared Read 1	How Many Ways Can You Move?	Informational Text: Science	450	K-PS2-1 K-PS2-2 K-2-ETS1-1	K.6.3	• Listen and Retell Key Details (RI.K.1, RI.K.2, RI.K.5, RI.K.10, RI.K.10a, RI.K.10b) • Use Graphic Features: Locate Information in Maps (RI.K.1) • Describe the Relationship Between Images and Text (RI.K.1, RI.K.7)	• Long i (final -e) (RF.K.2d, RF.K.3a, RF.K.3b, RF.K.3c)	• Directionality: Return Sweep (RF.K.1a) • Page Sequencing (RF.K.1a)	• **New:** put, want (RF.K.3c) • **New:** this, saw (RF.K.3c)	• Rate: Pausing (RF.K.4) • Accuracy: Self-Correct (RF.K.4)	• Write Key Details (W.K.2, W.K.8) • Write a Narrative with Dialogue (W.K.3, W.K.8) • Write Key Details (W.K.2, W.K.8) • Write a Monologue (W.K.3, W.K.8) • Write to Compare and Contrast Text (W.K.2, W.K.8)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.K.1, SL.K.2, SL.K.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.K.4, SL.K.5, SL.K.6) are addressed in the Connect Across Discipline Projects.	• Expand Complete Sentences (L.K.1f)	• Relate Adjectives to Their Opposites (L.K.5b)	<u>Grammar and Syntax</u> • Sentences (9, 15) • Verbs (10) • Nouns (11, 13) • Prepositions (12) <u>Vocabulary</u> • Build vocabulary (2) • Opposites (3, 8) • Domain-specific vocabulary (6, 7, 14) <u>Interact in Meaningful Ways</u> • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
		Mentor Read 1	The True Story of Balto, the Sled Dog	Informational Text: Social Studies	590												
		Mentor Read 2	Up in the Air	Informational Text: Science	640			• Identify Relationships in a Text: Cause and Effect (RI.K.1, RI.K.3) • Use Text Features: Captions and Labels (RI.K.5) • Compare and Contrast Two Texts (RI.K.9)									
		Decodable Reader	Time to Tug	N/A	N/A												
	2	Shared Read 3	What Makes a Soccer Ball Fly?	Informational Text: Science	580			• Listen and Retell Key Details (RI.K.1, RI.K.2, RI.K.5, RI.K.10, RI.K.10a, RI.K.10b) • Find Text Evidence: Identify and Describe Cause-and-Effect Relationships (RI.K.1, RI.K.3) • Find Text Evidence: Make Connections Between Illustrations and Text (RI.K.1, RI.K.7) • Use Text Features (RI.K.1, RI.K.5) • Compare and Contrast Two Informational Texts (RI.K.1, RI.K.9)	• Long u (final -e) (RF.K.2d, RF.K.3a, RF.K.3b, RF.K.3c)	• Page Sequencing (RF.K.1a)	• **New:** this, saw (RF.K.3c)	• Accuracy: Self-Correct (RF.K.4)	• Write Key Details (W.K.2, W.K.8) • Write an Opinion (W.K.1, W.K.8) • Write a Science Journal Entry (W.K.2, W.K.8) • Write an Explanation (W.K.2, W.K.8) • Plan and Draft a Response to the Essential Question (W.K.2, W.K.5, W.K.8)		• Use Prepositions (L.K.1e)	• Identify Real-Life Connections Between Words and Their Use (L.K.5c) • Relate Words to Their Opposites (L.K.5b)	
		Shared Read 4	What Can A Magnet Do?	Informational Text: Science	810												
		Extended Read 1	Forces	Informational Text: Science	480												
		Decodable Reader	Use a Mule	N/A	N/A												
	3	Shared Read 5	We Like Bikes!	Informational Text: Social Studies	740			• Listen and Retell Key Details (RI.K.1, RI.K.2, RI.K.5, RI.K.10, RI.K.10a, RI.K.10b) • Use Text Structure: Cause and Effect (RI.K.1, RI.K.3) • Use Text Features: Table of Contents (RI.K.1, RI.K.5) • Find Text Evidence: Describe the Relationship Between Illustrations and Text (RI.K.1, RI.K.7) • Compare and Contrast Two Informational Texts (RI.K.1, RI.K.2, RI.K.9, RI.K.10, RI.K.10a, RI.K.10b)	• Long e (final -e) (RF.K.2d, RF.K.3a, RF.K.3b, RF.K.3c)	• Directionality: Return Sweep	• **Review:** to, my, of, what, put, want, this, saw (RF.K.3c)	• Prosody: Intonation • Pausing–Full Stop • Inflection/ Intonation–Pitch (RF.K.4)	• Write Key Events (W.K.2, W.K.8) • Write a Narrative Text (W.K.3, W.K.8) • Write Directions (W.K.2, W.K.8) • Write a Comparison and Contrast Text (W.K.2, W.K.8) • Revise and Edit a Response to the Essential Question (W.K.2, W.K.5, W.K.6, W.K.8)		• Use Prepositions (L.K.1e) • Expand Compete Sentences (L.K.1f)		
		Shared Read 6	Riding a Roller Coaster	Literary Text: Realistic	400												
		Extended Read 2	Motion	Informational Text: Science	560												
		Decodable Reader	Can He See Me?	N/A	N/A												

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Benchmark Advance Grade 2
Whole Group Text Evidence Questions Correlations

Unit	Week	TRS* Page	Text-Evidence Question	DOK Level
1	2	64	In paragraph 5, the author states that, "laws help the government keep order." What does the author want to explain to us?	2
1	2	65	In paragraph 3, the author states, "A government makes laws to keep citizens safe." How does the author support this statement?	3
1	2	70	In paragraphs 7 and 8, we learn that many things happen when a law gets broken. What happens when a driver passes a stopped school bus?	2
1	2	71	In paragraphs 9 and 10, we learn that sometimes people who break laws go to court. What happens in a courtroom?	2
1	2	76	In "Our Government's Laws," the photographs support and clarify the information in the text. How does "Smokejumpers" use photographs to support the text about government workers?	3
1	3	102	In paragraph 18, Franklin says to Tom, “You? It is too dangerous. If British soldiers find you, they could throw you in jail!” How is Tom's point of view different from Franklin's?	3
1	3	103	Retell the incident about the list of food from the point of view of the British soldier. How did the soldier's point of view differ from Tom's?	3
1	3	108	The topic of this unit is government and citizenship. Compare and contrast what you learned about government and citizenship from reading "Our Government's Laws" and "Getting a Message to General Washington."	3
1	3	109	Compare the images in “Our Government’s Laws” and “Getting a Message to General Washington.” What kind of images does each text have? How do the images support the text?	3
2	2	184	In paragraph 9, the author described the Troll as "bad tempered." How does the author show that the Troll was mean and fierce?	2
2	2	185	In paragraph 10, the author writes, "One day the goats were so hungry they decided to cross the bridge." What do we learn about the three billy goats when they try to cross the bridge?	3
2	2	190	In paragraph 24, the author describes the Great Big Billy Goat as “big and mean.” Look at the illustration. How does the illustration support the author’s description of the Great Big Billy Goat?	4
2	2	191	In paragraph 34, the author writes “no one has seen the Troll since then.” Look at the illustration on page 25. How does the illustration support the author’s claim that the Troll is gone?	4

*Teacher’s Resource System (TRS)

DOK Verb	Grade 2 Standard
Interpret	RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Cite Evidence	RI.2.8 Describe how reasons support specific points the author makes in a text.
Cause/Effect, Summarize	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Cause/Effect, Summarize	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Compare, Differentiate	RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.
Differentiate	RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Differentiate	RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Compare, Differentiate	RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.
Compare, Differentiate	RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.
Interpret, Make Observations	RL.2.3 Describe how characters in a story respond to major events and challenges.
Draw Conclusions	RL.2.3 Describe how characters in a story respond to major events and challenges.
Analyze, Synthesize	RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
Analyze, Synthesize	RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

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Benchmark Advance Grade 2
Whole Group Text Evidence Questions Correlations

Unit	Week	TRS* Page	Text-Evidence Question	DOK Level	DOK Verb	Grade 2 Standard
2	2	196	In “The Three Billy Goats Gruff,” the illustrations help us understand the characters, setting, and plot. How does “Rough-Face Girl” use illustrations to support the text?	4	Analyze, Synthesize	RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
2	3	222	The author uses adjectives and verbs to show that Troll was once a bully. (a mean Troll, roared, yelled, steam came out of his ears) How does the author show that Troll has changed after attending Politeness School?	2	Summarize	RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
2	3	223	Later in the story, the author shows that Troll goes back to being nasty. (yelled, fierce roar, steam shooting from Troll’s ears) What did Troll learn about himself from talking to Great Big Billy Goat Gruff?	2	Infer, Summarize	RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
2	3	228	Troll is the main character in both folktales. Compare and contrast how Troll responds to story events and challenges in “The Three Billy Goats Gruff” and “The Troll Returns.”	3	Compare, Differentiate	RL.2.9 Compare and contrast two or more versions of the same story by different authors or from different cultures.
2	3	229	Great Big Billy Goat Gruff is a character in both folktales. Compare and contrast how Great Big Billy Goat Gruff responds to story events and challenges in “The Three Billy Goats Gruff” and “The Troll Returns.”	3	Compare, Differentiate	RL.2.9 Compare and contrast two or more versions of the same story by different authors or from different cultures.
3	2	64	Paragraph 5 tells about savannas. A map is shown on the same page. How does the map help you understand the information in the paragraph?	4	Analyze, Connect	RI.2.5 Know and use various text features to locate key facts or information in a text efficiently. RI.2.7 Explain how specific images contribute to and clarify a text.
3	2	65	Paragraphs 6–8 describe the tundra. The author uses a caption and photograph to provide additional information about polar bears. How does the photo and caption relate to the information in the paragraphs?	4	Analyze, Connect	RI.2.5 Know and use various text features to locate key facts or information in a text efficiently. RI.2.7 Explain how specific images contribute to and clarify a text.
3	2	70	What can you infer about the South Pole when the author says in paragraph 3, "Grasslands are found all over the world. Only the South Pole does not have one"?	2	Infer	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
3	2	71	Paragraph 8 tells us, "Polar bears, foxes, seals, and oxen all live on the Arctic tundra." What can you infer about all of these animals?	2	Infer	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
3	2	76	In “Habitats Around the World,” the author describes four habitats by providing characteristics, features, and examples. How does the author of "Postcards from Alex" describe the habitats Alex visits?	3	Compare, Differentiate	RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.
3	3	102	In paragraph 1, Kara describes the setting of the story by what she sees outside. How does the illustration at the bottom of page 30 describe the setting?	4	Analyze, Connect	RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

*Teacher’s Resource System (TRS)

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Benchmark Advance Grade 2
Whole Group Text Evidence Questions Correlations

Unit	Week	TRS* Page	Text-Evidence Question	DOK Level
3	3	102	In paragraphs 9 and 10, the narrator explains Fred's problem. What is Fred's problem, and how is it solved?	4
3	3	108	The topic of this unit is plant and animal habitats. Compare and contrast the habitats presented in “Habitats Around the World” and “Lost in the Desert.”	3
3	3	109	Choose an animal from “Habitats Around the World.” Compare and contrast that animal with a Sonoran Desert animal in “Lost in the Desert.” What traits does each animal have? How do those traits help it survive in its habitat?	3
4	2	184	In paragraph 1, the author writes "Late one evening long ago, an old man walked into a village." How does this help you visualize the setting of the story?	2
4	2	184	The main character in this story is the old man. Who are the other characters in the story? What do their words and actions tell you about how they feel?	2
4	2	190	In paragraph 2, the old man says to the villagers, “I am looking for a place for the night, and a meal to share.” What challenge is the old man facing?	3
4	2	191	In paragraph 3, a villager responds to the old man by saying, “We are a poor town. We have nothing to give you.” How does this response describe the challenges the villagers face?	3
4	2	196	In paragraph 30 of Stone Soup, the author states, "The villagers learned the magic of sharing and they never went hungry again." How is this different from the lesson in "The Blind Men and the Elephant?"	3
4	3	222	Reread the last two paragraphs of the folktale. Why doesn't the visitor answer the man when he asks, "What do you think of this idea?”	2
4	3	223	Reread paragraphs 23–27. What do the neighbors think about turning an ugly lot into a stone garden?	2
4	3	228	How is the visitor in "The Stone Garden" like the old man in "Stone Soup?”	3

*Teacher’s Resource System (TRS)

DOK Verb	Grade 2 Standard
Analyze, Synthesize	RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
Compare, Differentiate	RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.
Compare, Differentiate	RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.
Interpret	RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
Summarize, Infer	RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
Draw Conclusions	RL.2.3 Describe how characters in a story respond to major events and challenges.
Draw Conclusions	RL.2.3 Describe how characters in a story respond to major events and challenges.
Differentiate	RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RL.2.9 Compare and contrast two or more versions of the same story by different authors or from different cultures.
Infer	RL.2.3 Describe how characters in a story respond to major events and challenges.
Summarize	RL.2.3 Describe how characters in a story respond to major events and challenges.
Compare	RL.2.9 Compare and contrast two or more versions of the same story by different authors or from different cultures.

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Benchmark Advance Grade 2
Whole Group Text Evidence Questions Correlations

Unit	Week	TRS* Page	Text-Evidence Question	DOK Level
4	3	229	How are the neighbors in "The Stone Garden" like the villagers in "Stone Soup"?	3
5	2	64	Examine the images of Edison, Bell, and Carver working in their laboratories. How do these images contribute to your understanding of each inventor and his work?	4
5	2	65	Examine the images of the inventors and their inventions on the last page of the text. How do these images contribute to your understanding of the text?	4
5	2	70	In paragraph 1, the author states that "An inventor works to solve problems." Reread each inventor's section to identify one or more problems each inventor solved. Draw conclusions about the types of problems inventors solve.	3
5	2	71	Reread paragraph 5. Draw a conclusion about how an inventor's early life can impact their work.	3
5	2	76	In “Famous Inventors,” the author describes three inventions that changed the way people live. How did the invention in “A Lucky Accident“ help people solve problems? How is the invention similar and different from the three inventions discussed in "Famous Inventors"?	3
5	3	102	You have learned that a sidebar adds new information about a topic. What new information does the sidebar “Robots in the Real World” provide? Why do you think the author included this sidebar?	4
5	3	103	What important point does the author make in paragraphs 13 and 14? Why do you think the author included this information?	3
5	3	108	How did “Famous Inventors” and “Robots Go to School” contribute to your understanding of the essential question "Where do ideas for inventions come from?"	2
5	3	109	Reread paragraph 5 of "Robots Go to School". Make an inference about why people keep working to improve school robots.	2
6	2	184	In paragraph 25, why does Bear yell "unfair" at Fox? When could the other animals have used this word?	2

*Teacher’s Resource System (TRS)

DOK Verb	Grade 2 Standard
Compare	RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
Analyze, Synthesize	RI.2.7 Explain how specific images contribute to and clarify a text.
Analyze, Synthesize	RI.2.7 Explain how specific images contribute to and clarify a text.
Draw Conclusions	RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Draw Conclusions	RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Compare, Differentiate	RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.
Analyze, Critique	RI.2.5 Know and use various text features to locate key facts or information in a text efficiently. RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Draw Conclusions, Cite Evidence, Critique	RI.2.5 Know and use various text features to locate key facts or information in a text efficiently. RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Infer	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
Infer	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
Infer	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RL.2.3 Describe how characters in a story respond to major events and challenges.

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Unit	Week	TRS* Page	Text-Evidence Question	DOK Level
6	2	185	In paragraph 3, Fox says to the other animals, “Bear is being his usual selfish self. We’ll have to do something about that.” What can you infer from what Fox says?	2
6	2	190	The author begins the story with, "One July day when pleasant smells surfed along the breeze, Bear found a row of ripe blueberry bushes by the creek." How does the story's opening sentence point out who is telling the story?	3
6	2	191	Reread paragraphs 19–25. How do the points of view of Bear and Fox differ?	3
6	2	196	In paragraph 29 of "A Foxy Garden," Bear learns to share with the other animals. How do the people in "Why the Sky Is Far Away" learn a similar lesson?	4
6	3	222	In paragraph 43, Casey speaks to the laughing kids, saying, "That's not nice." Why does she say that, and what effect does it have on Martha?	2
6	3	223	What lesson does Fox teach in "A Foxy Garden"? How does he teach it?	2
6	3	228	How is the narrator's point of view in "A Foxy Garden" different from the narrator's point of view in "On One Wheel"? How are different characters' points of view shown in each story?	3
6	3	229	Reread paragraphs 27–32 in "A Foxy Garden" to find Bear's point of view. Reread paragraphs 45–49 in "On One Wheel" to find Casey's point of view. Write one or more sentences describing how their points of view are alike.	3
7	2	64	In paragraph 6, the author states, “paintings … show how people lived long ago.” Look at the paintings below the paragraph. How do they clarify the author's statement?	4
7	2	65	In paragraph 7, the author states that, "almost every major event from the 1900s to today has been captured in photos." How do the two photos and captions below the paragraph support that statement?	4
7	2	70	How is a primary source different from an informational text? Reread paragraph 2 and find text evidence to draw a conclusion.	3
7	2	71	Reread paragraphs 6 and 7. How did photography change the use of paintings as primary sources?	3

*Teacher’s Resource System (TRS)

DOK Verb	Grade 2 Standard
Infer	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RL.2.3 Describe how characters in a story respond to major events and challenges.
Assess	RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Differentiate	RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Analyze, Connect	RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
Summarize	RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
Summarize	RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
Differentiate, Cite Evidence	RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Compare, Cite Evidence	RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Analyze, Connect	RI.2.7 Explain how specific images contribute to and clarify a text.
Analyze, Connect	RI.2.7 Explain how specific images contribute to and clarify a text.
Differentiate, Draw Conclusions, Cite Evidence	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Cite Evidence	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

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Unit	Week	TRS* Page	Text-Evidence Question	DOK Level	DOK Verb	Grade 2 Standard
7	2	76	In paragraph 9 of "Primary Sources," the author points out that diaries help us learn about the past. How does "The Oregon Trail" support this idea?	3	Compare, Cite Evidence	RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.
7	3	102	In paragraph 9, the author writes, "Our hard work over the past few days finally paid off." How does the August 21, 1990 journal entry support the author's statement?	2	Cause/Effect	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
7	3	103	In paragraph 14, the author writes, "As we dug up bones today, we left some rock around them." How does the August 29, 1990 journal entry support the author's statement?	2	Cause/Effect	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
7	3	108	How are primary sources, specifically journals and diary entries, important in each text?	3	Compare	RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.
7	3	109	Reread page 18 in "Primary Sources." Compare these photos with the photos in "A Dinosaur Named SUE." Are all these photos primary sources? What information do they give?	3	Compare, Cite Evidence	RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.
8	2	184	Reread paragraphs 4–5. What causes a shoreline to change? What caused the Grand Canyon to form?	2	Cause/Effect	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
8	2	185	Reread paragraphs 8–9. What are some effects of wind erosion?	2	Cause/Effect	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
8	2	190	In "Earth's Changes," the author presents both the benefits and problems associated with water and wind erosion. Reread paragraphs 1–9. What is the author's purpose for writing this part of the text?	1	Identify	RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
8	2	191	Reread paragraphs 10–15 of "Earth's Changes." What are the author's main points and purpose for writing this part of the text?	1	Identify	RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
8	2	196	In paragraph 6 of "Earth's Changes," the author points out that water can change the land in a short amount of time. How is this idea different from the way the author describes water erosion in "Water's Awesome Wonder"?	3	Compare, Differentiate	RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.
8	3	222	In "Rebuild Right Away!," what evidence from "Surf Haven Debates Its Future" does Jim Logan use to support his opinion? Where in his editorial does he refer to this evidence?	3	Cite Evidence	RI.2.8 Describe how reasons support specific points the author makes in a text.
8	3	223	In "Do the Wise Thing!," what evidence from "Surf Haven Debates Its Future" does Jen Lund use to support her opinion? Where in her editorial does she refer to this evidence?	3	Cite Evidence	RI.2.8 Describe how reasons support specific points the author makes in a text.
8	3	228	What official mentioned in "Surf Haven Debates Its Future" does the writer of "Rebuild Right Away" use to support his opinion?	3	Compare, Cite Evidence	RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.
8	3	229	What two science experts mentioned in "Surf Haven Debates Its Future" are also mentioned in the editorial "Do the Wise Thing!" to support the author's opinion? Why does author Jen Lund mention these scientists?	3	Compare, Cite Evidence	RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

*Teacher's Resource System (TRS)

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Unit	Week	TRS* Page	Text-Evidence Question	DOK Level
9	2	64	In paragraph 3, the author states, "There are a lot of steps involved in turning a tree into a product, such as cardboard." Which words identify the steps involved when making cardboard?	1
9	2	65	In paragraphs 11-13, the author explains how to recycle cardboard. Imagine that you order a pizza every year on your birthday. Could the box your pizza comes in this year be made from the box last year's pizza came in? Explain why or why not.	4
9	2	70	In paragraph 14, the author writes, "We need to be careful with our trees. We need to make sure that we don't run out of them." Why does the author make these statements?	2
9	2	71	In paragraph 10, the author says, "It is important to recycle cardboard and other paper products." Why does the author make this statement?	2
9	2	76	In paragraph 1 of "From Pine Tree to Pizza Box," the author explains that wood can be used to make furniture, pencils, and paper. How are the goods described in "From Pine Tree to Pizza Box" similar to and different from the goods described in "Fresh From the Market"?	3
9	3	102	In paragraph 18, Amy says, "That's strange. I don't remember making this." How did seeing the small dinosaur footprint spark an idea?	2
9	3	103	Reread paragraphs 3–4, and paragraphs 18–22. How would you describe what Amy is like?	2
9	3	108	How is the concept of paper important in "From Pine Tree to Pizza Box" and "The Paper Dinosaurs"?	3
9	3	109	In “The Paper Dinosaurs,” the children are the people who reuse paper to make something new. How is that the same or different from what children in “From Pine Tree to Pizza” can do to reuse cardboard?	3
10	2	184	Reread paragraph 9 and look closely at the photographs on the same page. What information in the text do these photos support?	4
10	2	185	The caption on the photograph above paragraph 12 says, “Everything in the world is matter—even you!” What information in the text supports this statement?	4
10	2	190	Paragraphs 8–11 explain how solids change to liquids and liquids change to gases. Based on the details in these paragraphs, what temperature change do you think could turn a gas back into a liquid?	2

*Teacher’s Resource System (TRS)

DOK Verb	Grade 2 Standard
Identify	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text
Analyze, Synthesize	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text
Interpret	RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Interpret	RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Compare, Differentiate	RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.
Summarize	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
Summarize	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
Compare, Differentiate	RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.
Compare, Differentiate	RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.
Analyze, Connect	RI.2.5 Know and use various text features to locate key facts or information in a text efficiently. RI.2.7 Explain how specific images contribute to and clarify a text.
Analyze, Connect	RI.2.5 Know and use various text features to locate key facts or information in a text efficiently. RI.2.7 Explain how specific images contribute to and clarify a text.
Infer	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

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Unit	Week	TRS* Page	Text-Evidence Question	DOK Level
10	2	191	Paragraphs 4–5 explain how matter can change size. Based on the details in these paragraphs, do you think you can change the size of matter to make it larger?	2
10	2	196	Reread paragraphs 4–6 in “Changing Matter.” How do origami creations represent changes in matter?	4
10	3	222	Reread the section called “Carving the Mountain.” What details in this section allow you to conclude that the creation of Mount Rushmore was a dangerous and time-consuming undertaking?	3
10	3	223	Reread the section called “Getting Ready to Carve.” What details in this section are about creating a work of art and which are about solving other problems?	3
10	3	228	The topic of this unit is changing matter. Compare and contrast the changes in matter reflected in “The Art of Origami” and “How Mt. Rushmore Was Made.”	3
10	3	229	Both “The Art of Origami” and “How Mt. Rushmore Was Made” tell about artworks. Compare and contrast the amount of work required to create each type of art.	3

*Teacher’s Resource System (TRS)

DOK Verb	Grade 2 Standard
Infer	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
Analyze, Synthesize	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text
Draw Conclusions, Cite Evidence	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Draw Conclusions, Cite Evidence	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Compare, Differentiate	RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.
Compare, Differentiate	RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

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Small Group Text Evidence Question Cards Correlations

Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 2 Standard(s)
		Letter	Number	Lexile				
1	The Power to Vote	F	10	260L	Look at page 4. What words help you understand the meaning of *vote?*	2	Use Context Clues	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					Look at pages 4 and 5. What is the meaning of *power* on page 5?	2	Use Context Clues	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					Look at page 5. What is an example of a rule?	1	Identify	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What are the two main things people can vote for?	1	List	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Look at the photo on page 8. What types of rules are posted on the sign for the community?	2	Interpret	RI.2.7 Explain how specific images contribute to and clarify a text.
					Look at page 10. What do leaders of a community do?	2	Infer	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Look at pages 10 and 11. Who has the power to vote for leaders of the community?	2	Infer	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Look at the map on page 14. What do the different colors on the map represent?	2	Interpret	RI.2.7 Explain how specific images contribute to and clarify a text.
1	All Work, No Play	G	11	400L	When did some children have to work long ago?	1	Report	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Look on page 5. What details show why many children got hurt working in factories?	3	Cite Evidence	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Look at page 6. What is the meaning of the word *jobs?*	2	Use Context Clues	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					Look at page 6. What is a factory?	2	Use Context Clues	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					Look at page 8. How does the photograph support the text?	2	Interpret	RI.2.7 Explain how specific images contribute to and clarify a text.
					Why did some working children have to live away from home?	2	Infer	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What did people do to try to change the rules about children working?	2	Infer	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
					What did working children want to do?	2	Infer	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level
		Letter	Number	Lexile		
1	My Mom, Our Mayor	H	13	430L	What is the meaning of *voted* in the book?	1
					Read page 6. What is the meaning of the word *safe*?	2
					What does the mayor get for the firefighters?	1
					What is important to notice in the photograph on page 9?	2
					What problems does the flood cause in the town?	2
					How are the photographs on pages 11 and 13 related?	2
					What do the people of the town think of the mayor?	2
					What is this book mostly about?	2
1	Enforcing Rules	M	28	490L	What is the meaning of the word *rules?* What clues help you understand this?	2
					Reread the chapter titled "Why Do People Need Rules?" What is the information in this chapter mostly about?	2
					Look at page 7. How can you retell this information in your own words?	2
					Why is the mother on page 8 upset? What clues help you figure it out?	3
					How are rules at home different from rules at school?	3
					What are some ways rules are enforced in a sport? In a school?	1
					Look at page 13. Which sentence tells the main idea of the information? Explain how you know.	2
					Look at the photographs on pages 18-19. In what ways are people following rules? In what ways are people enforcing rules?	2

DOK Verb(s)	Grade 2 Standard(s)
Define	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
Use Context Clues	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
Identify	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
Interpret	RI.2.7 Explain how specific images contribute to and clarify a text.
Cause/Effect	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
Interpret, Relate	RI.2.7 Explain how specific images contribute to and clarify a text.
Infer	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
Infer	RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
Use Context Clues	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
Summarize	RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
Summarize	RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
Cite Evidence, Infer	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
Differentiate	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
List	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
Infer, Explain	RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
Interpret	RI.2.7 Explain how specific images contribute to and clarify a text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 2 Standard(s)
		Letter	Number	Lexile				
1	Alice's Trial	L	24	500L	On page 4, Alice thinks, "Whatever happens here . . . at least it should be fair." When does Alice begin to doubt that the trial will be fair?	1	Identify	RL.2.3 Describe how characters in a story respond to major events and challenges.
					What is the meaning of *curious* on page 5?	2	Use Context Clues	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					What does *witness* mean on page 9?	2	Use Context Clues	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					Who assists the King in court?	1	Identify	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What information does Cook provide at the trial?	1	List	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What is the purpose of rule number 42?	2	Infer	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What is the last thing that happens to the King and Queen?	1	Identify	RL.2.3 Describe how characters in a story respond to major events and challenges.
					What do you find out about Alice's experience at the end of the story?	2	Summarize	RL.2.3 Describe how characters in a story respond to major events and challenges.
1	Who Makes the Rules?	J	18	530L	Who makes rules at school?	1	Identify	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What can people do if they disagree with town leaders' decisions?	1	Explain	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What does the word *police* mean?	1	Define	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					How are rules and laws connected?	1	Relate	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What is the meaning of the word *safe* in this book?	1	Define	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					What is one important way to let people know about rules and laws?	2	Infer	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					How are state leaders and leaders of a country alike?	3	Compare	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Where do people have meetings to make rules or laws?	1	List	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 2 Standard(s)
		Letter	Number	Lexile				
1	The Job of the President of the USA	L	24	780L	How are being king and being president different?	3	Differentiate	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What is the purpose of the Constitution?	2	Infer, Define	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					Look at page 8. What is the meaning of *election*?	2	Use Context Clues	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					Look at page 8. What are political parties?	2	Use Context Clues	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					What happens if a president can't finish his or her term of office?	1	Report	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What are a president's three titles?	1	List	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					How are the people who run the Department of Education, the Department of Agriculture, and the Department of Homeland Security alike?	3	Compare	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Why is being president a difficult job?	4	Analyze	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2	Dolley Madison Saves George Washington	H	13	310L	What does the word *attack* mean on page 3? What clues help you understand this?	2	Use Context Clues	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					Where is Dolley Madison as the story begins? Why must she leave home? What details tell you this?	3	Cite Evidence, Infer	RL.2.3 Describe how characters in a story respond to major events and challenges.
					What objects does Dolley Madison decide to save?	1	Identify	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Reread page 8. Why does Paul want to get away quickly?	2	Infer	RL.2.3 Describe how characters in a story respond to major events and challenges.
					On page 9, what is the meaning of the word *calm*? What details from the text show what this word means?	2	Use Context Clues	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					What do you think the scene or atmosphere is like in the White House as Dolley and Paul gather things? What details helped you make this inference?	3	Cite Evidence, Infer	RL.2.3 Describe how characters in a story respond to major events and challenges.
					Why is it difficult and dangerous to save the painting of George Washington? Why do you think Dolley does not want to leave it behind?	4	Analyze	RL.2.3 Describe how characters in a story respond to major events and challenges.
					What sight does Dolley Madison see at the end of the story?	1	Identify	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 2 Standard(s)
		Letter	Number	Lexile				
2	Pinocchio	K	20	350L	What is Geppetto like before he makes Pinocchio?	1	Describe	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Look at page 4. What is the meaning of *suddenly?*	2	Use Context Clues	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					Why does Geppetto think Pinocchio is a real boy after he makes him?	2	Infer	RL.2.3 Describe how characters in a story respond to major events and challenges.
					What must Pinocchio do before he becomes a real boy?	1	Identify	RL.2.3 Describe how characters in a story respond to major events and challenges.
					What do you learn about the boy and girl Pinocchio meets?	2	Summarize	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Look at page 14. What words help you understand the meaning of *terrible?*	2	Use Context Clues	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					What happens when Geppetto and Cricket take a boat to Rocco's Funland?	2	Summarize	RL.2.3 Describe how characters in a story respond to major events and challenges.
					How does Pinocchio save Geppetto and Cricket? What is his reward?	2	Summarize	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2	John Henry	K		350L	How strong is John Henry as a baby? What is an example of his strength?	3	Cite Evidence, Describe	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What event leads John Henry to do the work of one hundred men?	2	Cause/Effect	RL.2.3 Describe how characters in a story respond to major events and challenges.
					What is a foreman?	1	Define	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					Why is John Henry grinning on page 7?	2	Infer	RL.2.3 Describe how characters in a story respond to major events and challenges.
					Look at page 9. What is a promise?	2	Use Context Clues	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					How does John Henry drill during the contest?	1	Describe	RL.2.3 Describe how characters in a story respond to major events and challenges.
					What do the workers want to do when they realize that John Henry beats the machine?	1	Identify	RL.2.3 Describe how characters in a story respond to major events and challenges.
					What happens to John Henry at the end of the story?	1	Identify	RL.2.3 Describe how characters in a story respond to major events and challenges. RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

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2	Turkey Girl	H	14	390L	Who is the main character in this folktale? What is her job?	2	Infer, Identify	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What does the word *village* mean? What clues on pages 2 and 4 help you understand the meaning?	2	Use Context Clues	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					The word *fine* can have more than one meaning. What does it mean on pages 5 and 6? How can you tell?	2	Use Context Clues	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					Why did the people wear crowns of eagle feathers? What clues help you make this inference?	3	Cite Evidence, Infer	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Why is Turkey Girl sad early in the story? What is she sad about at the end of the story?	2	Infer	RL.2.3 Describe how characters in a story respond to major events and challenges.
					How do the turkeys help Turkey Girl get ready for the dance?	2	Infer	RL.2.3 Describe how characters in a story respond to major events and challenges.
					What does Turkey Girl forget to do?	1	Identify	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What happens at the end of the story? Why?	2	Infer	RL.2.3 Describe how characters in a story respond to major events and challenges.
2	Pandora's Box	I	15	390L	How does Zeus protect the people in the world?	1	Identify	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					This myth is set in ancient Greece. What can you tell about the setting from the illustrations on pages 4 and 5?	2	Interpret	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What is the meaning of *angry* in the story?	1	Define	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					What do you learn about Pandora's husband in the story?	2	Infer, List	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					How does Pandora get the box open?	2	Summarize	RL.2.3 Describe how characters in a story respond to major events and challenges.
					Why is Pandora angry with herself after opening the box?	2	Infer	RL.2.3 Describe how characters in a story respond to major events and challenges.
					What is the meaning of *hope* in the story?	1	Define	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					How does Pandora feel at the end of the story? Why?	2	Infer	RL.2.3 Describe how characters in a story respond to major events and challenges.

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		Letter	Number	Lexile				
2	Brer Rabbit Hears a Noise	J	18	420L	Why does Brer Rabbit start to shake?	2	Infer	RL.2.3 Describe how characters in a story respond to major events and challenges.
					What is a woodpecker?	1	Define	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					What does Bear do after Brer Rabbit tells him about the tree?	1	Identify	RL.2.3 Describe how characters in a story respond to major events and challenges.
					Look at the illustration on page 11. Why do Owl, Moose, Skunk, and Frog look alarmed?	2	Interpret	RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
					What does the word *picture* mean as it is used on page 12?	2	Use Context Clues	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					What makes Brer Rabbit tell the truth?	2	Infer	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					How does Brer Rabbit show how sorry he is?	1	Identify	RL.2.3 Describe how characters in a story respond to major events and challenges.
					Where does this trickster tale take place?	2	Infer	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2	Arachne the Weaver	J	18	430L	What talent do Arachne and Athena share?	2	Identify, Relate	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Look at the illustrations on pages 5 and 6. How does Athena's mood change? Why?	2	Interpret	RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
					What is Athena's plan to determine who is the best weaver?	1	Identify	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Why might Athena want to wait three days for the weaving contest?	2	Infer	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What is the meaning of *village* in this story?	1	Define	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					Why does Athena get mad at the end of the story?	2	Infer	RL.2.3 Describe how characters in a story respond to major events and challenges.
					How do the villagers react when Athena turns Arachne into a spider?	1	Describe	RL.2.3 Describe how characters in a story respond to major events and challenges.
					What is a web?	1	Define	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

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		Letter	Number	Lexile				
3	How Chipmunk Got Its Stripes	K	20	300L	What details do you learn about the forest where Bear and Chipmunk live?	1	Describe, List	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What does Bear eat in the story? What else could he eat in the forest?	2	Infer, Identify	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What does the illustration on page 3 help you understand about Bear and Chipmunk?	2	Interpret	RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
					What does the word *bragged* mean on page 4?	2	Use Context Clues	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					How can you tell that Bear has a frightening roar?	2	Infer	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					How does Chipmunk get away from Bear?	1	Identify	RL.2.3 Describe how characters in a story respond to major events and challenges.
					Look at page 15. What are claws?	2	Use Context Clues	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					How does the illustration on page 16 support the book's title?	2	Interpret	RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
3	Food in the Forest	F	9	310L	Look at page 4. What is the meaning of *healthy?*	2	Use Context Clues	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					Look at page 6 and 7. How are all of these animals alike?	3	Compare	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Look at pages 10 and 11. Chipmunks and fish are examples of _____.	2	Relate	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Look at page 12. What is the meaning of *hunt* in this text?	2	Use Context Clues	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					What do the birds in this book eat?	1	Identify	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					How are bears different from the other animals in this book?	3	Differentiate	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Which animals in the book eat fish?	1	List	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What is the topic of this book?	2	Infer	RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

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3	The Ants Have a Picnic	F	9	370L	Look at page 4. What clues on this page help you know what *picnic* means?	2	Use Context Clues	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					What happens at the beginning of the story?	2	Summarize	RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
					The reader can tell that the ants are organized when they come to the picnic because _____.	3	Cite Evidence	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Look at the illustration on page 10. What is the mood of the ant who is leading the others? What is the mood of the other ants?	2	Interpret	RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
					How many ants in all eat the family's picnic?	1	Identify	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What do the ants eat at the picnic?	1	Identify	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Look at page 14. What words help you know what Dad is feeling?	3	Cite Evidence, Infer	RL.2.3 Describe how characters in a story respond to major events and challenges.
					How do Tom and Lori feel on page 15? How do they feel on page 16? Why?	2	Infer	RL.2.3 Describe how characters in a story respond to major events and challenges.
3	My First Aquarium	F	10	380L	Who is in this book? Which person is describing his experiences? How can you tell?	2	List, Infer	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What do Felix and his dad buy at the pet store on Saturday? What do they buy on Wednesday?	1	Identify, List	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Reread page 6. What does the word *pitchers* mean? What clues help you figure that out?	2	Use Context Clues	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					What happens after Felix adds the water and Dad turns on the heater and filter?	2	Cause/Effect	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Look at pages 8 and 9. Of the three kinds of fish pictured here, which two best get along?	4	Analyze, Interpret	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RI.2.7 Explain how specific images contribute to and clarify a text.
					What does the word *flakes* mean on page 10? What clues help you understand that?	2	Use Context Clues	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					Reread page 13. In your own words, tell how to clean out an aquarium.	2	Summarize	RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
					Do you think Felix will take good care of his fish? What clues help you make this inference?	3	Cite Evidence, Infer	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

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3	Living in Joshua Tree	F	10	390L	Look at page 2. What does this map show?	2	Interpret	RI.2.7 Explain how specific images contribute to and clarify a text.
					Reread page 4. What is a desert? What clues help you figure this out?	2	Use Context Clues	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					Look at pages 6–9. What are three features of a jackrabbit's body that help it live in the desert? How do these features help?	4	Analyze	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
					Look at page 11. What does the word soil mean? How can you tell?	2	Use Context Clues	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					Look at the photographs of iguanas on pages 13–15. Which parts of the text are shown in these photographs?	2	Interpret	RI.2.7 Explain how specific images contribute to and clarify a text.
					Why do desert animals need special ways to cool off? What clues help you understand this?	3	Cite Evidence, Infer	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
					Reread page 16. Where do desert animals get most of the water they need to live?	1	Identify	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
					What is the main idea of Living in Joshua Tree?	2	Infer	RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
3	Plants and Animals in Different Seasons	J	18	440L	Reread the chapter titled "What Are Seasons?" What is the information in this chapter mostly about?	2	Summarize	RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
					What is temperature? What clues help you figure out the meaning?	2	Use Context Clues	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					Which season has the shortest days of the year? Which season has the longest days?	1	Identify	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
					Describe how spring and fall are different, according to this book.	3	Differentiate, Describe	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Look at page 10. According to this information, how do some trees change in fall?	1	Describe	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
					How can you summarize the information on page 12 in one or two sentences?	2	Summarize	RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
					What can you infer about how the black bear on page 14 will live during the winter?	2	Infer	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Look at the photographs on page 15. What sentences in the main text do these pictures support? How?	2	Interpret, Infer	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RI.2.7 Explain how specific images contribute to and clarify a text.

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3	Polar Habitats	M	28	510L	Reread the chapter titled "What Are Polar Habitats?" What are three important details in this chapter?	2	Infer	RI.2.8 Describe how reasons support specific points the author makes in a text.
					Look at the maps on page 6. How do they help you understand more about the Arctic?	2	Interpret	RI.2.7 Explain how specific images contribute to and clarify a text.
					Look at the sidebar on page 7. What does the word *continent* mean? How can you tell?	2	Use Context Clues	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					Why do only a few trees grow in the Arctic region?	2	Infer	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
					Reread pages 12-13. According to this information, how do Arctic animals stay warm?	4	Analyze	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
					Look at the sidebar on page 13. What is the meaning of the word *camouflage?* What text clues helped you figure that out?	2	Use Context Clues	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. RI.2.5 Know and use various text features to locate key facts or information in a text efficiently.
					Look at the photographs of the foxes on page 13. Which photo is in winter? Which is in summer? How do you know?	2	Interpret	RI.2.7 Explain how specific images contribute to and clarify a text.
					Look at page 17. How can you summarize the information on this page in your own words?	2	Summarize	RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
4	Rapunzel	H	14	310L	How does Pinocchio save Geppetto and Cricket? What is his reward?	2	Infer, Describe	RL.2.3 Describe how characters in a story respond to major events and challenges.
					Look at page 5. What is the meaning of *long?*	2	Use Context Clues	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					What does the woman yell when she wants to take Rapunzel food?	1	Identify	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What is Rapunzel's problem?	2	Infer	RL.2.3 Describe how characters in a story respond to major events and challenges.
					What does Rapunzel do in the tower?	1	Identify	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Why does the prince want to talk to Rapunzel?	2	Infer	RL.2.3 Describe how characters in a story respond to major events and challenges.
					What makes Rapunzel want to go to school and have friends?	2	Infer	RL.2.3 Describe how characters in a story respond to major events and challenges.
					What do you know about the prince's parents after reading the story?	2	Summarize	RL.2.3 Describe how characters in a story respond to major events and challenges.

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4	Cat in Boots	H	13	370L	How does Charles feel when his father gives him a cat?	2	Infer	RL.2.3 Describe how characters in a story respond to major events and challenges.
					What is the meaning of *sack* in the story?	1	Define	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					What is a castle?	1	Define	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					How does the guard at the castle react to the cat in boots?	1	Describe	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Who does Cat say the rabbit is from?	1	Identify	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					How does the king pass by when Charles is swimming?	1	Describe	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Why does the king think that Charles is a duke?	2	Infer	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					How does Charles meet the king and princess?	1	Identify	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
4	Winter Carnival	J	18	380L	What does Ava most want to see? What does this cause her to do?	2	Infer	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Look at pages 2 and 3. What sound words does Theo use? What is he trying to sound like? Why?	2	Infer, Identify	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What is a carnival? What text clues help you understand what Theo sees and hears at the carnival?	2	Use Context Clues	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					Reread pages 6-9. Why do you think Theo and his mom do not see right away that Ava is not with them? What text clues help you make this inference?	3	Cite Evidence, Infer	RL.2.3 Describe how characters in a story respond to major events and challenges.
					How do Theo and his mom feel while Ava is lost? What clues tell you this?	3	Cite Evidence, Infer	RL.2.3 Describe how characters in a story respond to major events and challenges.
					Look at page 11. What makes Theo so sure he knows where Ava is? Where does he think she is? What clues help you infer this?	3	Cite Evidence, Infer	RL.2.3 Describe how characters in a story respond to major events and challenges.
					In your own words, retell how Theo finds Ava at the end of the story.	2	Summarize	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What does the phrase *stopped short* mean on page 16? How can you tell?	2	Use Context Clues	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

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4	The Dog and the Wolf	N		440L	What does Wolf like to do in the forest during the winter?	2	Infer	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Look at page 4. What does the word *slender* mean?	2	Use Context Clues	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					What does Dog do when he hears Wolf howl? What does this tell you about Dog?	2	Infer	RL.2.3 Describe how characters in a story respond to major events and challenges.
					How does Dog feel about having Wolf on the farm?	2	Infer	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					How does Wolf feel about the job at first?	2	Infer	RL.2.3 Describe how characters in a story respond to major events and challenges.
					Look at page 11. What does *game* mean in this story?	2	Use Context Clues	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					What does Wolf do after Dog tells about his collar and chains?	1	Identify	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					How are Dog and Wolf different?	3	Compare	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
4	The Three Billy Goats Gruff	I	16	500L	Look at page 5. What does *another* mean as it is used here?	2	Use Context Clues	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					What does *wait* mean as it is used on page 6?	2	Use Context Clues	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					What sound do the goats make when they walk across the bridge?	1	Identify	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					How are the three Billy Goats Gruff different from one another?	3	Differentiate	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					How can you describe Troll?	1	Describe	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What is Troll's big mistake?	2	Infer	RL.2.3 Describe how characters in a story respond to major events and challenges.
					Why is the great big Billy Goat Gruff able to push Troll off the bridge?	2	Infer	RL.2.3 Describe how characters in a story respond to major events and challenges.
					What lesson can readers learn from this folktale?	2	Infer	RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

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4	Horseshoe Soup	J	18	530L	What is the meaning of *cabin* on page 4?	2	Use Context Clues	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					Why don't the man and woman give Calamity Jane any food at the beginning of the story?	2	Infer	RL.2.3 Describe how characters in a story respond to major events and challenges.
					When Calamity Jane goes to the center of town, what does she do to prepare to make soup?	1	Identify, List	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Describe the place where the story happens.	1	Describe	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What evidence from the story tells you that Calamity Jane is tricky?	3	Cite Evidence	RL.2.3 Describe how characters in a story respond to major events and challenges.
					What is the meaning of *fetched* on page 11?	2	Use Context Clues	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					What vegetables do people bring to put in the soup?	1	List	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What lesson can readers learn from this story?	2	Infer	RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
4	Laura's Story	L	24	540L	How do Laura and Lisa become friends?	2	Infer	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Reread page 14. What does Laura write in her diary?	2	Summarize	RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
					What is the meaning of *invite* on page 15?	2	Use Context Clues	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					What special events are planned for the Fall Festival?	1	List	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					How do Laura's mom and Lisa's mom react when each meets her daughter's best friend?	1	Describe	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					How do Laura's mom and Lisa's mom meet one another?	1	Identify	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What is the meaning of *brief* on page 20?	2	Use Context Clues	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					What lesson can readers learn from this memoir?	2	Infer	RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

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5	Push, Pull, Lift!	I	16	350L	Look at page 4. What words help you know the meaning of *machine?*	2	Use Context Clues	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					Look at pages 6 and 7. What is the meaning of *pulley?*	2	Use Context Clues	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					Look at page 10. Describe the simple machine shown in the photo. How does it help the man do work?	2	Interpret	RI.2.7 Explain how specific images contribute to and clarify a text.
					Look at page 11. What would happen if the man did not have simple machines?	3	Hypothesize	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
					Look at page 12. How can you move things on a ramp?	2	Infer	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
					What simple machine are the children using in the photo on the cover?	2	Interpret	RI.2.7 Explain how specific images contribute to and clarify a text.
					What jobs that can be done by a pulley are described in this book?	4	Apply Concepts, List	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
					What are the two main simple machines described in this book?	1	Identify	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
5	The Friendship Bridge	K	20	380L	What is the meaning of *village* on page 2?	2	Use Context Clues	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					What does the boy's mother believe about the people across the river?	2	Infer	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What is the meaning of *fishers* on page 5?	2	Use Context Clues	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					What is happening on the other side of the river while the people in the boy's village are building a bridge?	2	Infer	RL.2.3 Describe how characters in a story respond to major events and challenges.
					How would you describe the boy in the story?	1	Describe	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What happens right after the bridges meet in the middle?	1	Identify	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					How is a bridge like a handshake?	4	Analyze	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What lesson can readers learn from this story?	2	Infer	RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

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5	Simple Machines	K	20	500L	Where can you look to quickly find the meaning of the word *tool* on page 2?	2	Use Context Clues	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					What example helps you understand the meaning of *inclined plane?*	2	Use Context Clues	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					What are two examples of wedges?	1	Identify	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What simple machine would you use to hold two things together?	4	Apply Concepts	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What can a lever help you do?	4	Apply Concepts	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Which text feature helps you quickly locate pages with information about a wheel and axle?	2	Infer	RI.2.5 Know and use various text features to locate key facts or information in a text efficiently.
					What words on page 14 help you understand what a *pulley* is?	2	Use Context Clues	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					What is the last chapter about?	2	Summarize	RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
5	Jenner and Fleming: Two Heroes of Medicine	I	15	520L	Why are some germs dangerous?	4	Apply Concepts	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Look at page 5. What has smallpox done to this person?	2	Interpret	RI.2.7 Explain how specific images contribute to and clarify a text.
					What did Jenner discover after he gave cowpox to a boy?	2	Cause/Effect	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
					What is the meaning of *shots* in the caption on page 9?	2	Use Context Clues	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					Read page 13. What is the meaning of the word *fight*?	2	Use Context Clues	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					Look at page 13. What word in the caption does the photograph support?	2	Infer	RI.2.5 Know and use various text features to locate key facts or information in a text efficiently.
					What killed some of the bacteria in Fleming's lab?	2	Cause/Effect	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
					What is this book mostly about?	2	Summarize	RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

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5	Bridges	K	20	590L	Look at page 2. What words help you understand the meaning of *bridge*?	2	Use Context Clues	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					What materials do people use to build bridges?	1	List	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Look at page 7. Which illustration helps you understand what happens when you put a heavy toy on the cardboard bridge? What happens to the bridge?	2	Interpret	RI.2.7 Explain how specific images contribute to and clarify a text.
					What is the meaning of *arches* in the text?	1	Define	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					Look at page 8. What can you infer about the Romans from the photograph and caption?	2	Interpret, Infer	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RI.2.7 Explain how specific images contribute to and clarify a text.
					Look at the photographs on pages 8 and 9. What do you learn about how Roman arch bridges differed from modern arch bridges?	3	Differentiate, Interpret	RI.2.7 Explain how specific images contribute to and clarify a text.
					What features make bridges famous?	2	Infer	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What types of bridges does the text describe?	1	List	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
5	George Washington Carver	I	15	600L	What does *invented* mean?	1	Define	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					Why were cowpea plants important to George Washington Carver?	2	Infer	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
					What did George Washington Carver teach farmers about cotton?	1	Identify	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What is the meaning of *hay* in the book?	1	Define	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					What did George Washington Carver do with grass and clay?	1	Identify	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Look at pages 14 and 15. How do the captions help answer the question in the chapter heading?	2	Infer	RI.2.5 Know and use various text features to locate key facts or information in a text efficiently.
					What is George Washington Carver known for?	1	Describe	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What text features help you quickly locate information about some of George Washington Carver's products?	2	Infer	RI.2.5 Know and use various text features to locate key facts or information in a text efficiently.

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5	Taking Photographs	M	28	750L	What words on page 4 help you understand what a camera is?	2	Use Context Clues	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					What does *shutter* mean in the text?	1	Define	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					What makes photographic paper sensitive to light?	1	Identify	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					When making a pinhole camera, what do you do after the paint on your box dries?	1	List	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Why must you be in a dark room when you put the photographic paper into the pinhole camera?	4	Apply Concepts	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					How do you make a safelight?	1	Identify, List	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					You're taking a picture with your pinhole camera. You've left your camera in place for three to five minutes. What step is next?	1	Identify, List	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					You want to use your pinhole camera again. What must you do?	1	Identify, List	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
6	The Prince and the Pauper	J	18	200L	What is the meaning of the word *palace?*	1	Define	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					What do the boys wish when they meet?	1	Identify	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What happens when Edward tells the man on the street that he is the prince?	2	Cause/Effect	RL.2.3 Describe how characters in a story respond to major events and challenges.
					What does *found* mean on page 12?	2	Use Context Clues	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					Why is Tom suddenly going to be the new king?	2	Infer	RL.2.3 Describe how characters in a story respond to major events and challenges.
					Why does Tom say he can't be the king?	2	Infer	RL.2.3 Describe how characters in a story respond to major events and challenges.
					What do the boys learn about each other's lives when they change places?	2	Infer	RL.2.3 Describe how characters in a story respond to major events and challenges.
					How are the boys' lives different at the end of the story?	3	Differentiate	RL.2.3 Describe how characters in a story respond to major events and challenges.

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6	The Lion and the Mouse	J		300L	Why does the lion roar angrily at the beginning of the story?	2	Infer	RL.2.3 Describe how characters in a story respond to major events and challenges.
					What are paws?	1	Define	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					What is the meaning of the word *foolish* on page 7?	2	Use Context Clues	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					How does the lion get trapped in a net?	2	Infer	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What does the lion do after the net traps him?	1	Identify	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Why does the mouse help the lion get out of the net?	2	Infer	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					On page 13, why does the mouse tell the lion to stay still?	2	Infer	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What makes both characters grateful?	2	Infer	RL.2.3 Describe how characters in a story respond to major events and challenges.
6	Androcles and the Lion	K	20	340L	What does the word *please* mean on page 4?	2	Use Context Clues	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					What makes Androcles stop running away from the lion?	2	Cause/Effect	RL.2.3 Describe how characters in a story respond to major events and challenges.
					What is the meaning of the word *paw* in this story?	1	Define	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					Why does Androcles invite the lion to stay in his cave?	2	Infer	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What is Androcles's punishment for running away?	1	Identify	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					How does the lion react when he realizes it is Androcles he is about to fight?	1	Describe	RL.2.3 Describe how characters in a story respond to major events and challenges.
					What reason does Androcles give the people for why the lion doesn't eat him?	1	Identify	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					How does the people's reaction to the fight change?	1	Describe	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

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6	How the Turtle Cracked Its Shell	I	15	430L	How do Crocodile's feelings change after he asks Turtle to play?	1	Describe	RL.2.3 Describe how characters in a story respond to major events and challenges.
					Look at page 7. What is the meaning of *wrong* in this sentence?	2	Use Context Clues	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					What does Monkey say after he finds out Turtle said something mean?	1	Identify	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What can you tell about Parrot from reading this story?	1	Describe	RL.2.3 Describe how characters in a story respond to major events and challenges.
					Look at pages 11 and 12. What does the phrase *strong enough* mean?	2	Use Context Clues	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					What instructions does Buzzard give Turtle?	1	Identify	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What do Turtle's friends do after he falls to the ground?	1	Identify	RL.2.3 Describe how characters in a story respond to major events and challenges.
					Why do Crocodile, Monkey, Parrot, and Jaguar compliment others on the way they look?	2	Infer	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
6	The Bremen Town Musicians	L	24	430L	What does the word *musician* mean in the story?	1	Define	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					What are the animals going to do when they get to Bremen?	1	Identify	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Why do Dog, Cat, and Rooster feel bad, awful, and terrible?	2	Infer	RL.2.3 Describe how characters in a story respond to major events and challenges.
					What does Donkey say he needs when he talks to each animal? How does this make the animals feel?	2	Infer, Identify	RL.2.3 Describe how characters in a story respond to major events and challenges.
					What does each animal contribute to the band?	2	List	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What do the animals do when they get tired and cold on their way to Bremen?	1	Identify	RL.2.3 Describe how characters in a story respond to major events and challenges.
					What does *agreed* man on page 14?	2	Use Context Clues	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					Why do the animals stay with the family for the rest of their lives?	2	Infer	RL.2.3 Describe how characters in a story respond to major events and challenges.

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6	Why Mosquitoes Buzz in People's Ears	M	28	500L	How does Iguana feel about Mosquito? Why?	2	Infer	RL.2.3 Describe how characters in a story respond to major events and challenges.
					Why are Python's feelings hurt?	2	Cause/Effect	RL.2.3 Describe how characters in a story respond to major events and challenges.
					What does *danger* mean on page 7?	2	Use Context Clues	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					What happens when Monkey hurries to Owl?	1	Identify	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Why does Lion call the meeting? What happens at the meeting?	2	Infer, Summarize	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
					On page 16, Lion says, "You all made something out of nothing." What does he mean?	2	Use Context Clues	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					In your own words, tell the lesson the animals learn in this pourquoi tale.	2	Infer	RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
					Retell four important events from the story in the order they happen.	2	Infer, List	RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

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6	The Three Little Pigs	H	13	600L	What is the meaning of *straw* in the story?	1
					What words does the author use to describe the wolf?	1
					What is the first thing the wolf tries in order to get into a pig's house?	1
					Look at the illustration on pages 6 and 7. What does *blew the house in* mean?	2
					Look at the illustration on page 11. How do the little pigs and the wolf feel?	2
					What causes the little pigs' emotions to change on page 12?	2
					What is a chimney?	1
					Why does the wolf run away?	2

DOK Verb(s)	Grade 2 Standard(s)
Define	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
Describe, Identify	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
Identify	RL.2.3 Describe how characters in a story respond to major events and challenges.
Interpret	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song. RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
Interpret	RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
Infer	RL.2.3 Describe how characters in a story respond to major events and challenges.
Define	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
Cause/Effect	RL.2.3 Describe how characters in a story respond to major events and challenges.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 2 Standard(s)
		Letter	Number	Lexile				
7	George Catlin	J	18	480L	Why did George Catlin paint Native Americans?	2	Infer	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What types of action scenes did George Catlin paint of Native Americans?	1	List	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Which pictures does the author of the text like best? Why?	3	Critique, Infer	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RI.2.7 Explain how specific images contribute to and clarify a text.
					Look at page 5. How does the painting help you understand how the Indians played the ball game lacrosse?	2	Interpret	RI.2.7 Explain how specific images contribute to and clarify a text.
					Look at the painting on page 7. What do you learn about Native American homes from the picture?	2	Interpret	RI.2.7 Explain how specific images contribute to and clarify a text.
					Look at page 9. What is the meaning of *cradle?*	2	Use Context Clues	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					Look through the last two chapters. What is the meaning of *chief* in the text?	2	Use Context Clues	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					How can you tell that buffalo were important to Native Americans?	3	Cite Evidence	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
7	Finding Fossils	I	15	500L	Why did the author write this book?	3	Critique	RI.2.8 Describe how reasons support specific points the author makes in a text.
					What do fossils help us do?	2	Infer	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What is the meaning of the word *bones* in this book?	1	Define	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					Where have people found fossils?	1	List, Identify	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What do scientists do with dinosaur bones? Why?	2	Infer	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What is the author's purpose for including Dr. Dee in this text?	3	Critique	RI.2.8 Describe how reasons support specific points the author makes in a text.
					What does *amber* mean in the book?	1	Define	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					Why is amber a fossil?	4	Apply Concepts	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

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		Letter	Number	Lexile				
7	A Bowl of Dust	J	18	500L	Why is Mary's mother upset at the beginning of the story?	2	Infer	RL.2.3 Describe how characters in a story respond to major events and challenges.
					How long has Mary's family lived in Kansas?	2	Identify	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What is the meaning of the word *well* on page 5?	2	Use Context Clues	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					What does stingy mean on page 6?	2	Use Context Clues	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					What type of storm hits the family's farm?	1	Identify	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What problem does the family have at supper?	2	Infer	RL.2.3 Describe how characters in a story respond to major events and challenges.
					What idea does Mary's dad bring up at supper?	1	Identify	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					How does the story end?	2	Summarize	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
7	Charlie's Museum Adventure	I	15	590L	Look at the bones on page 4. How are the two dinosaurs alike and different?	3	Compare, Differentiate	RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
					What is one example of fossils?	1	Identify	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Where did Charlie learn about fossils?	1	Identify	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					How does Aunt Linda help Charlie understand dinosaurs?	2	Infer	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What does the word *plates* mean on page 10?	2	Use Context Clues	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					Look at the illustration on page 14. How is an ostrich like a type of dinosaur?	2	Interpret, Relate	RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
					Why does thinking about a rhinoceros help Charlie picture a dinosaur with horns?	4	Analyze	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What animals of today does Charlie think about in the story?	1	List	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 2 Standard(s)
		Letter	Number	Lexile				
7	William's Journal	L	24	590L	Why do Mum and Da give William a journal?	2	Infer	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Why does William take his tin whistle and journal with him to America?	2	Infer	RL.2.3 Describe how characters in a story respond to major events and challenges.
					What things does William want to remember about living in Ireland?	1	List	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					How does the family react to traveling below deck on the boat to America?	1	Describe	RL.2.3 Describe how characters in a story respond to major events and challenges.
					What is a tune?	1	Define	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					What does William see that lets him know they are close to America?	1	Identify	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What is the meaning of the word *luggage?*	1	Define	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					What happens when Da sees Uncle John? Why?	2	Cause/Effect	RL.2.3 Describe how characters in a story respond to major events and challenges.
7	The Underground Railroad	L	24	590L	Look at the map, map key, and caption on page 5. How are the states of Iowa and New York alike?	2	Interpret, Infer	RI.2.5 Know and use various text features to locate key facts or information in a text efficiently. RI.2.7 Explain how specific images contribute to and clarify a text.
					What hardships did runaway slaves on the Underground Railroad face?	1	Identify, List	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What is the meaning of *journey* on page 10?	2	Use Context Clues	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					What words help you understand the meaning of *scent* on page 11?	2	Use Context Clues	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					How did slave owners make it hard for slaves to run away to the North?	4	Analyze	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
					About how many slaves reached freedom on the Underground Railroad?	1	Report	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Read page 16. Then look at the codes of the Underground Railroad on page 4. What code would be used for Harriet Tubman?	4	Apply Concepts	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					In what ways were Levi Coffin and John Parker alike? In what ways were they different?	3	Compare, Differentiate	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 2 Standard(s)
		Letter	Number	Lexile				
7	Getting Around the Wild West	J	18	670L	What caused American pioneers to move west?	2	Cause/Effect	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
					Look at page 3. What is the meaning of *saddle*?	2	Use Context Clues	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					Look at page 4. What is the meaning of *transported*?	2	Use Context Clues	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					What jobs did people in the West use horses for?	1	Identify, List	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
					Why do you think many people might have preferred traveling on trains?	2	Infer	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					How were covered wagons and stagecoaches alike?	3	Compare	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
					What was the purpose of a horse and buggy?	2	Infer	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
					Which forms of transportation could carry heavy loads?	1	Identify, List	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
8	Paul Bunyan	J		400L	What is the meaning of the word *SHRINK!* on page 4?	2	Use Context Clues	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					What happens if Paul gets too hungry?	2	Infer	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					A tall tale has a hero with special traits. What trait is most unusual about Paul Bunyan?	1	Identify	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Look at page 10. What words help you understand the meaning of *logger?*	2	Use Context Clues	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					Why does Paul become a logger?	2	Infer	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What details show that Paul was a great logger?	3	Cite Evidence	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Why does Paul walk away with his ax dragging behind him?	2	Infer	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What does Paul's dragging ax create?	1	Identify	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

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		Letter	Number	Lexile				
8	Earth's Surface	H	14	480L	Why do we use maps and globes?	4	Analyze	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					Which words on page 5 tell you what a *globe* is?	2	Use Context Clues	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					What are the names of Earth's seven continents? What are the names of Earth's five oceans?	1	Report	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
					Look at page 7. What does the word *surrounded* mean? What clues help you figure this out?	2	Use Context Clues	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					How are the two continents shown on page 8 like the two continents shown on page 9? How are they different?	3	Compare, Differentiate	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
					What are the two largest oceans? What continents border each of them?	1	Report	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
					What kind of weather would you expect to find at the poles? What clues help you make this inference?	3	Cite Evidence, Infer	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
					What do the North and South Poles have in common? How are they different?	3	Compare, Differentiate	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
8	Neptune and Minerva	M		500L	How does Neptune use his trident to show he is angry?	1	Identify	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Why can't Neptune and Minerva share the town?	2	Infer	RL.2.3 Describe how characters in a story respond to major events and challenges.
					What is Minerva's idea for choosing a god for the town?	1	Report	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					How does Neptune make a stream of water for the people in the town?	2	Infer	RL.2.3 Describe how characters in a story respond to major events and challenges.
					What is the meaning of the word *handfuls* on page 12?	2	Use Context Clues	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					What are olives?	1	Define	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					How does Minerva's gift help the town?	2	Infer	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					How do the people expect Neptune to react at the end of the story? How does he actually react?	2	Infer, Identify	RL.2.3 Describe how characters in a story respond to major events and challenges.

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		Letter	Number	Lexile				
8	Mountains	K	20	520L	Look at the photograph on page 3. Where can you learn more about this mountain?	2	Interpret	RI.2.7 Explain how specific images contribute to and clarify a text.
					What does the word *forms* mean in this text?	1	Define	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					What are pages 6 and 7 mostly about?	2	Summarize	RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
					What are the parts of a mountain?	1	Identify	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What does the word *temperature* mean?	1	Define	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					Where can you find information about cold forests in this book?	3	Cite Evidence	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What are some animals that live on mountains?	1	List	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What is one part that all mountains have? How do you know?	2	Infer	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
8	Erosion	J	18	590L	Look at page 2. What words help you understand the meaning of *erosion?*	2	Use Context Clues	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					Is erosion fast or slow?	2	Infer	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What is one danger of having a house near the ocean?	2	Infer	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					How can erosion harm farmland?	2	Infer	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Look at page 10. What is the meaning of the word *grinds?*	2	Use Context Clues	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					How is erosion caused by ice different from erosion caused by wind?	2	Cause/Effect	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
					How are all three types of erosion connected to movement?	2	Relate	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What most likely caused erosion in the photograph of the mountains on the bottom of page 15?	2	Cause/Effect, Interpret	RI.2.7 Explain how specific images contribute to and clarify a text.

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		Letter	Number	Lexile				
8	Let's Look at the Dinosaurs	G	11	620L	What is Dinosaur Quarry?	1	Define	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					What are footprints?	1	Define	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					Look at page 5. What is the purpose of the caption?	2	Infer	RI.2.5 Know and use various text features to locate key facts or information in a text efficiently.
					Where do scientists find fossils?	1	List	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
					What do the captions on pages 9, 10, and 11 help explain?	2	Infer	RI.2.5 Know and use various text features to locate key facts or information in a text efficiently.
					What does the word *skull* mean?	1	Define	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					What can a dinosaur's sharp teeth tell us about how it lived?	4	Apply Concepts	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
					What do scientists do at Dinosaur Quarry?	2	Summarize	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
8	Twisters	L	24	760L	What does the word *damage* mean in the text?	1	Define	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					What makes tornadoes such violent storms?	2	Infer	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
					What is the second chapter mostly about?	2	Summarize	RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
					What do you think happens to water when a tornado forms over it?	3	Hypothesize	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
					Where do most tornadoes happen in the United States?	1	Report	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Look at page 12. What two words are in boldface print? Why?	2	Infer, Identify	RI.2.5 Know and use various text features to locate key facts or information in a text efficiently.
					What is a storm cellar?	1	Define	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					Look at the index. According to the page numbers, which word does the author use more: *tornado* or *twister?*	1	Tabulate	RI.2.5 Know and use various text features to locate key facts or information in a text efficiently.

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9	Supply and Demand	K	20	290L	What examples of needs did the book describe?	1	List	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What is the difference between needs and wants?	3	Differentiate	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					Look at page 9. What types of things are wants according to the chart?	2	Interpret	RI.2.7 Explain how specific images contribute to and clarify a text.
					Look at page 13. When is the supply of something high, according to this information?	2	Interpret	RI.2.7 Explain how specific images contribute to and clarify a text.
					Look at page 14. What does *factory* mean?	2	Use Context Clues	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					Look at page 17. Are there words that help you understand the meaning of *price*?	2	Use Context Clues	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					Look at things that have a low demand on the chart on page 19. How are the prices of these things alike?	3	Compare, Interpret	RI.2.7 Explain how specific images contribute to and clarify a text.
					Look at page 19. Suppose a new toy became very popular. Would you expect the price of the toy to be low or high?	4	Apply Concepts, Interpret	RI.2.7 Explain how specific images contribute to and clarify a text.
9	A Trip to the Market	G	12	350L	What's the first thing that happens in the story?	1	Identify	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Look at page 4. What words help you understand the meaning of *congee?*	2	Use Context Clues	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					Why do Rose and her mom ride on buses and subways?	2	Infer	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Look on page 8. What is the subway like?	1	Describe	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What are stalls?	1	Define	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					Look at the illustration on pages 12 and 13. Describe the birds Rose sees at the market.	2	Interpret	RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
					What do Rose and her mom get at the market?	1	List	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What is the city where Rose lives like?	1	Describe	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

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9	People Work in Our Community	G	11	360L	Look at page 5. What does a dentist do? Does the text or photo give this information?	2
					Look at page 6. What are some things people can buy in stores in a community?	1
					Look at page 8. What words help you understand the meaning of *doctor?*	2
					Look at page 11. What is the purpose of a police officer?	2
					Look at page 13. What are two ways mail carriers bring letters to people?	1
					Look at page 14. What words help you understand the meaning of *trash?*	2
					Look at page 15. Why are coaches and librarians important to a community?	4
					What features on pages 5, 7, and 16 help you learn more about different types of jobs in the community?	3
9	Simple Simon Is So Simple!	G	12	390L	What happens first in the poem "Simple Simon"?	1
					What does the word *simple* mean in the poem?	2
					Why can't Simon buy a pie?	2
					What is Simon trying to catch when he goes fishing?	1
					What is the purpose of the illustration on page 10?	3
					What is the meaning of *prickles* on page 12?	2
					Look at the illustration on page 15. Why is Simon getting wet?	2
					What is the author's main opinion in this book?	2

DOK Verb(s)	Grade 2 Standard(s)
Define, Interpret, Infer	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RI.2.7 Explain how specific images contribute to and clarify a text.
List	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
Use Context Clues	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
Use Context Clues, Infer	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
Identify	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
Use Context Clues	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
Analyze	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
Cite Evidence	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
Identify	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
Use Context Clues	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
Infer	RL.2.3 Describe how characters in a story respond to major events and challenges.
Report	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
Critique, Interpret	RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
Use Context Clues	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
Interpret	RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
Infer	RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

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Benchmark Advance Grade 2
Small Group Text Evidence Question Cards Correlations

Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 2 Standard(s)
		Letter	Number	Lexile				
9	The Cost of Dinner	M	28	430L	Look at page 4. What does *market* mean?	2	Use Context Clues	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					Look at page 5. How does the photo help you understand the job of catching fish to sell?	2	Interpret	RI.2.7 Explain how specific images contribute to and clarify a text.
					What are two places that have a large supply of fish?	1	Identify	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What are two crops that grow best in warm weather?	1	Identify	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Look at page 9. Which country grew the most rice in 2005? How much rice did that country grow?	2	Interpret	RI.2.5 Know and use various text features to locate key facts or information in a text efficiently.
					Look at page 11. Why might food that is grown far away from where you live cost more?	2	Infer	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Look at page 13. Are there words that help you understand the meaning of *drought?*	2	Use Context Clues	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					Look at page 13. How do the illustrations help you understand how a drought can affect plants?	2	Interpret	RI.2.7 Explain how specific images contribute to and clarify a text.
9	Simple Simon	H		520L	Look at page 2. What is the meaning of the word *fair*?	2	Use Context Clues	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					Look at page 4. What is the meaning of the word *tasty*?	2	Use Context Clues	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					What kinds of pie does Mr. Pieman take to the fair?	1	Identify	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					How does Mr. Pieman take his pies to the fair?	1	Identify	RL.2.3 Describe how characters in a story respond to major events and challenges.
					What do you learn about Simple Simon in the story? What tells you this?	3	Cite Evidence, Infer	RL.2.3 Describe how characters in a story respond to major events and challenges.
					Why does Mr. Pieman take the pies away from Simple Simon?	2	Infer	RL.2.3 Describe how characters in a story respond to major events and challenges.
					Look at page 16. What is Simple Simon's job? How does he do this job?	2	Infer	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What lesson does Simple Simon learn?	2	Infer	RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 2 Standard(s)
		Letter	Number	Lexile				
9	Where Does Food Come From?	M	28	820L	What five types of foods do people need to eat every day?	1	List	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					How are apricots and cherries alike?	3	Compare	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What are the five vegetable groups?	1	List	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What is the meaning of carbohydrates?	1	Define	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					How are fiber, vitamins, and minerals connected?	2	Relate	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
					What are some foods made from grains?	1	List	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What direct definition does the author give for *cultivate* on page 14?	1	Define, Identify	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					Do you think much wheat is grown in the United States? Why or why not?	3	Cite Evidence, Infer	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
10	What Is Matter?	J	18	380L	What is the main purpose of the first chapter in the text?	2	Infer	RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
					How can two solids be different from each other?	3	Differentiate	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
					Look at page 6. What words help you understand the meaning of *liquid?*	2	Use Context Clues	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					How do we know that syrup is a liquid?	3	Cite Evidence	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What can change a solid into a liquid?	4	Apply Concepts	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Look at page 12. What does the word *freeze* mean?	2	Use Context Clues	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					Look at pages 14 and 15. What step do you follow after pouring juice into an ice cube tray?	1	List	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Look at pages 14 and 15. Why do you wait three hours before you take the ice cube tray out of the freezer?	4	Apply Concepts	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

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Benchmark Advance Grade 2
Small Group Text Evidence Question Cards Correlations

Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 2 Standard(s)
		Letter	Number	Lexile				
10	Water All Around	F	10	410L	Look at pages 2 and 3. What does *form* mean in this text?	2	Use Context Clues	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					How do the photographs on pages 2 and 3 help you better understand the text?	2	Interpret	RI.2.7 Explain how specific images contribute to and clarify a text.
					What examples of liquid water does the author use?	1	List, Identify	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Look at pages 6 and 7. What is a stream?	2	Use Context Clues	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					What are some examples of solid water?	1	List	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What are pages 12-15 about?	2	Summarize	RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
					How do the photographs on page 16 support the text?	2	Interpret	RI.2.7 Explain how specific images contribute to and clarify a text.
10	The States of Matter	H	14	420L	What does the word *matter* mean in this book?	1	Define	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					What is the first chapter mainly about?	2	Summarize	RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
					What are some ways solids are different from one another?	3	Differentiate	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What do liquids look like if they're not in a container?	1	Describe	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					How are solids and liquids alike?	3	Comapre	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
					How does a balloon get its shape?	4	Apply Concepts	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
					What does the word *windy* mean?	1	Define	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					How can we tell that gases take up a lot of space?	4	Apply Concepts	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 2 Standard(s)
		Letter	Number	Lexile				
10	Maggie Makes Macaroni	H	14	430L	Why doesn't Maggie like science class?	2	Infer	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What activity does Maggie's dad think will be a fun way to learn about the states of matter?	1	Identify	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What does the word *beat* mean in this story?	1	Define	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					What ingredients do Maggie and her dad use to make dinner?	1	List	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What is the meaning of the word *boil* in the story?	1	Define	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
					When does Maggie think about science class?	2	Infer	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Why doesn't Maggie think the macaroni and cheese looks right?	1	Identify	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					How do Maggie and her dad watch the macaroni and cheese bake?	1	Describe	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
10	The States of Matter	I		490L	Look at page 3. What is the meaning of *states* in this text?	2	Use Context Clues	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					Page 2 says, "This book is matter." How can you tell that the book is a solid?	4	Apply Concepts	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Look at page 8. What is the meaning of *container?*	2	Use Context Clues	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					What causes a liquid to change its shape?	4	Apply Concepts	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					How are solids and liquids different?	3	Differentiate	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
					How are milk and paint alike and different?	3	Compare, Differentiate	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
					What state of matter is air?	4	Apply Concepts	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
					Look at page 16. What are two examples of gases present in the scene?	4	Apply Concepts, Interpret	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

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Benchmark Advance Grade 2
Small Group Text Evidence Question Cards Correlations

Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 2 Standard(s)
		Letter	Number	Lexile				
10	Measure Up!	H	13	560L	Look at the *Table of Contents*. Where can you find information about using a scale?	2	Infer	RI.2.5 Know and use various text features to locate key facts or information in a text efficiently.
					What does the word *ruler* mean in this book?	1	Define	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					What tool measures temperature?	1	Identify	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
					What does the word *season* mean?	1	Define	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					How is measuring important in the kitchen?	4	Analyze	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Where in this book can you find information about how measuring can be helpful?	3	Cite Evidence	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					Who can use measuring tools?	2	Infer	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
10	Four Faces in Rock	J	18	720L	How does Mount Rushmore fit the definition of *memorial* in the glossary?	2	Use Context Clues	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					How do the photographs on page 5 help you understand the text on page 3?	2	Interpret	RI.2.7 Explain how specific images contribute to and clarify a text.
					Where is Mount Rushmore?	1	Identify	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
					What does the word *span* mean on page 6?	2	Use Context Clues	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					How does the diagram on page 9 help you understand the text on page 8?	2	Interpret	RI.2.7 Explain how specific images contribute to and clarify a text.
					What details show how difficult and dangerous it was to carve Mount Rushmore?	3	Cite Evidence	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
					What is the meaning of *hand tools* on page 13?	2	Use Context Clues	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
					What detail in the last chapter shows that Gutzon Borglum's project was successful?	3	Cite Evidence	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

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Benchmark Advance Grade 3
Whole Group Text Evidence Questions Correlations

Unit	Week	TRS* Page	Text Evidence Question	DOK Level
1	2	50	Reread paragraphs 9–12. What events were caused by Rosa Parks's refusal to move from her seat on a bus?	2
1	2	56	Reread "Alice Paul: It Is My Right to Vote!" Based on the example of Alice Paul, what personal qualities does a leader need to win rights for other people?	2
1	2	57	Reread "Cesar Chavez: It Is My Right to Organize!" Based on Chavez's example, is the fight for rights usually quick and easy or long and hard?	3
1	2	62	Reread paragraphs 9–18 of "It Is My Right!" and paragraphs 5–8 of "Election Day." Compare and contrast the different ways people worked to change voting laws and segregation laws.	3
1	2	63	Reread paragraph 6 of "Election Day" and paragraph 12 from "It's My Right." Compare and contrast Rosa Parks's and Thurgood Marshall's roles in the fight for rights.	3
1	3	82	Reread paragraphs 13–14. What text structure connects the sentences in this paragraph? What signal words and phrases show this connection?	3
1	3	82	Reread "African Americans and the Right to Vote." Focus on what connects the sentences and paragraphs. What signal words and phrases show this connection?	3
1	3	88	Reread paragraphs 8–11, and study the timeline "Voting Milestones: Women." What does this timeline allow you to infer about women's voting rights before 1920?	2
1	3	94	Review "Winning the Right to Vote" and "Election Day." These texts both discuss the importance of voting rights. Compare and contrast the main points and key details presented in each text.	3
2	2	148	Reread paragraph 6. Identify the simile about King Midas's happiness used in this paragraph. What does this simile tell you? How does it help you visualize what the author is describing?	4

*Teacher's Resource System (TRS)

DOK Verb	Grade 3 Standard
Cause/Effect, Classify, Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
Cite Evidence, Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. L.3.5b Identify real-life connections between words and their use
Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Compare, Differentiate	RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.
Compare, Differentiate	RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.
Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Infer	RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently.
Compare, Differentiate, Summarize	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.
Interpret, Summarize	RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.

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Benchmark Advance Grade 3
Whole Group Text Evidence Questions Correlations

Unit	Week	TRS* Page	Text Evidence Question	DOK Level	DOK Verb	Grade 3 Standard
2	2	149	Reread paragraph 11. Identify the simile used in this paragraph. What does this simile tell you about Dionysus? How does it appeal to your senses to draw you into the scene?	2	Interpret, Summarize	RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.
2	2	154	Reread paragraphs 18–33. What character trait leads Midas to make the wish he does? How does this character trait influence the rest of the story?	4	Analyze, Synthesize	RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.
2	2	155	Reread paragraphs 29–33. What character trait leads Dionysus to help Midas? How does this character trait influence the rest of the story?	4	Analyze, Synthesize	RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.
2	2	160	Read “Geese for the Queen” and paragraphs 25–33 of “The Tale of King Midas.” Compare and contrast the character traits of King Midas and the geese. How do these character traits influence the events of each story?	3	Compare, Differentiate, Synthesize	RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events. RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters
2	2	161	Reread paragraphs 7–9 of “The Tale of King Midas” and paragraphs 1–3 of “Geese for the Queen.” Compare and contrast King Midas and the poor queen. How do their character traits influence events?	3	Compare, Differentiate, Synthesize	RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events. RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters
2	3	180	Pay attention to the illustrations in this text. How do they help show the mood of the story? How do they help reveal the characters of Ivan, Marie, and Snow White? How do they help you understand the setting?	4	Analyze	RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events. RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story
2	3	186	Reread paragraphs 15–24. How does Snow White’s character change in spring? How does this change affect the events of the story?	4	Analyze	RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.

*Teacher’s Resource System (TRS)

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Benchmark Advance Grade 3
Whole Group Text Evidence Questions Correlations

Unit	Week	TRS* Page	Text Evidence Question	DOK Level
2	3	192	Review “Snow White: A Russian Folktale” and “The Tale of King Midas: A Greek Myth.” Compare and contrast the character traits of Ivan and Marie and King Midas, and analyze how these character traits affect the events of each story.	3
3	2	50	Reread paragraphs 11–17. How does the author connect the sentences and paragraphs in this section? What signal words allowed you to identify this connection?	3
3	2	56	Reread paragraphs 13 and 7, and look at the map on page 13. Why are a crocodile’s adaptations not suited for life in the Arctic?	4
3	2	62	Review the text and charts of “Fur, Skin, Scales, or Feathers” and “Animals’ Tools for Survival.” What are three main ways that adaptations help animals survive? Support your answer with evidence from both selections.	3
3	3	82	Reread paragraph 1 and paragraphs 8–12. In paragraph 1, the author states that “where an animal lives determines its adaptations.” How are a penguin’s adaptations determined by where it lives?	4
3	3	88	Reread paragraph 15. What inference can you make from the fact that a camel uses camouflage?	2
3	3	94	Review the text and charts of “One Body, Many Adaptations” and “Fur, Skin, Scales, or Feathers.” How are the adaptations discussed in “One Body, Many Adaptations” different from those discussed in “Fur, Skin, Scales, or Feathers”?	3
4	2	148	Pay attention to the language the narrator uses when describing Jack in the introductory paragraph and the giant in paragraphs 12–16. What does this language tell you about the narrator’s point of view regarding Jack’s decision to steal from the giant?	3
4	2	154	Reread paragraphs 33–34. Based on his actions in these paragraphs, how do you think the giant views Jack?	2

*Teacher’s Resource System (TRS)

DOK Verb	Grade 3 Standard
Compare, Differentiate, Analyze	RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events. RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters
Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text
Analyze, Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text
Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Analyze, Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Infer, Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. L.3.5c Identify real-life connections between words and their use
Differentiate, Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.
Draw Conclusions, Cite Evidence	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.
Infer, Cite Evidence	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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Whole Group Text Evidence Questions Correlations

Unit	Week	TRS* Page	Text Evidence Question	DOK Level
4	2	160	Reread “The Giant’s Complaint” and paragraphs 28–34 in “Jack and the Beanstalk.” How does reading “The Giant’s Complaint” affect your point of view on the characters of Jack and the giant? How does the point of view of the narrator of each story affect your opinion of the “villain” of the story?	3
4	3	180	Reread the conversation between the host and Jack’s mother on pages 25–26. Identify the nonliteral language Jack’s mother uses, including idioms and hyperbole. How do these phrases affect your point of view on the character of Jack and his mother?	4
4	3	186	Reread pages 22–25. How do the illustrations on these pages contribute to the mood of the story? How do they affect your point of view of the characters?	4
4	3	192	Reread the conversation between the host and the cow on pages 23–24 and paragraphs 9–20 of “Jack and the Beanstalk.” How does the cow’s point of view in “The True Jack?” affect your point of view when rereading “Jack and the Beanstalk”?	4
5	2	50	Reread paragraphs 4–7. Why do you think the author included the quote at the end of paragraph 5?	3
5	2	56	Reread paragraphs 2–7. Why do you think the author placed the section "Young Inventor" in between "A Curious Mind" and "The Laboratory"? How do the details in this section help you understand the decisions Edison made later in his life?	4
5	2	62	Reread paragraph 5 from "Alexander Graham Bell: 'It Talks!'" and paragraph 8 from "Thomas Edison: 'It Sings!'" Both passages include information about the 1876 Centennial Exhibition. What details does each author include about the exhibition? What do these details tell you about each author’s point of view on Bell and Edison? Which point of view do you most agree with?	3
5	3	82	Reread paragraphs 4–10. How did the invention of the phonograph lead to the invention of the gramophone?	3
5	3	88	Reread paragraph 10. What can you infer about the way sounds were recorded before the invention of stereo?	2

*Teacher’s Resource System (TRS)

DOK Verb	Grade 3 Standard
Draw Conclusions, Critique	RL.3.3 Distinguish their own point of view from that of the narrator or those of the characters.
Analyze, Critique	RL.3.3 Distinguish their own point of view from that of the narrator or those of the characters. RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. L.3.5a Distinguish the literal and non-literal meanings of words and phrases in context
Analyze, Critique	RL.3.3 Distinguish their own point of view from that of the narrator or those of the characters.
Analyze, Critique	RL.3.3 Distinguish their own point of view from that of the narrator or those of the characters.
Assess, Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Assess, Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Cite Evidence, Assess, Critique	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.6 Distinguish their own point of view from that of the author of a text.
Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text
Infer, Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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Whole Group Text Evidence Questions Correlations

Unit	Week	TRS* Page	Text Evidence Question	DOK Level	DOK Verb	Grade 3 Standard
5	3	94	Reread paragraphs 5–8. Compare these paragraphs to "Thomas Edison: 'It Sings!'" What new details about Edison's life does the author of "From Phonograph to Playlist" include? Why do you think he chose these details? How do they relate to the main idea of the essay?	3	Compare, Cite Evidence, Analyze	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.
6	2	148	Reread paragraphs 1–7. What story event reveals Crabb's motivation in this story?	3	Cite Evidence	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
6	2	154	Reread paragraphs 16–28. What conditions and character traits help Crabb find the lord's stolen money?	3	Cite Evidence	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
6	2	160	Reread paragraphs 23–28 of "Doctor Knowall." Now that you've looked at the characters and events in this story, pay attention to how the story ends. What central message can you take away from the end of this story? What does this message have in common with the lesson of "The Three Spinsters"?	3	Assess, Compare	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters
6	3	180	Reread paragraphs 1–11. What are the character traits of Wolf and Fox? How does knowing the character traits help you better understand the story?	4	Analyze, Critique	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
6	3	186	Reread paragraphs 23–32. What problem does Fox face in this story? How does he respond to the problem?	3	Cite Evidence	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
6	3	192	Reread paragraphs 28–32 of "The Wolf and the Fox" and paragraphs 25–28 of "Doctor Knowall." What lesson are the Brothers Grimm trying to teach in "The Wolf and the Fox"? How is this lesson similar to or different from the lesson of "Doctor Knowall"?	3	Assess, Compare, Differentiate	RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters
7	2	50	Reread paragraphs 7–8. Why do you think Mason Streeter included the map, photograph, and captions in this section? What sentences do they support?	3	Draw Conclusions, Cite Evidence	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text

*Teacher's Resource System (TRS)

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Whole Group Text Evidence Questions Correlations

Unit	Week	TRS* Page	Text Evidence Question	DOK Level
7	2	56	Reread paragraphs 11–16. Pay attention to the language and punctuation Keisha Paul uses and the details she focuses on in these paragraphs. What do the details tell you about Keisha's attitude toward St. Louis and what she thinks is important to a community? Do you agree or disagree with her?	3
7	2	62	Reread paragraphs 17–21 of "All Kinds of Communities" and "Exploring My Community." What does Gabriel Garcia choose to focus on when describing his community? What parts of her community does Lisa Benjamin focus on? What does this tell you about how each of these writers defines a "community?"	3
7	3	82	Reread paragraphs 6–8. How does the illustration on page 24 help you understand the narrator's statement, "I knew they would not be for eating"?	4
7	3	88	Reread paragraphs 40–49. How does Sarah's mood change as a result of Maggie's visit? What story details allowed you to make this inference?	2
7	3	94	Reread paragraphs 42–49 of "Sarah and the Chickens" and paragraphs 1 –5 of "All Kinds of Communities." How does the "community" depicted in "Sarah and the Chickens" fit the definition of community given in "All Kinds of Communities"? How is it different?	3
8	2	8	Reread "Fairweather Clouds." Why do you think the author included the information in the footnotes on this page? How does the information affect your reading of the poem?	4
8	2	11	Read "How Indian Summer Began." How does the author use elements of both poetic (nonliteral) text and descriptive (literal) text to explain certain facts about nature?	4
8	2	14	Reread paragraphs 1–4 of "How Indian Summer Began" and paragraphs 1–4 of "Earth's Weather and Climate." Compare and contrast the ways each text explains what affects weather and climate. What do these differences tell you about the way each author explains weather and climate?	4

*Teacher's Resource System (TRS)

DOK Verb	Grade 3 Standard
Critique, Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
Compare, Differentiate, Cite Evidence	RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.
Analyze	RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story
Infer, Cite Evidence	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.
Compare, Differentiate	RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.
Analyze, Critique	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Critique	RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
Compare, Differentiate, Critique	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

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Whole Group Text Evidence Questions Correlations

Unit	Week	TRS* Page	Text Evidence Question	DOK Level
8	3	8	Reread paragraphs 1–7. How does the author use descriptive text to describe and make connections among the features of tropical weather?	4
8	3	11	Reread "The Tropical Rain Belt." What would happen if the Intertropical Convergence Zone (ITCZ) didn't exist? Identify some possible changes that would occur if there were no ITCZ.	3
8	3	14	Reread the poem "Fairweather Clouds" and paragraphs 3–4 and 16 of "The Tropical Rain Belt." Then look at the photographs on pp. 22–23 of "The Tropical Rain Belt." How are the metaphors and details in the poem supported by details from the informational text?	4
9	2	50	Reread paragraphs 1–4. How do the details in these paragraphs, and the illustration that accompanies them, reinforce the idea that Harry is lazy? How do the details and illustration contribute to the mood of this story?	4
9	2	56	Reread paragraphs 5–8. How do the story events in these paragraphs help you understand what the nonliteral phrase "Birds of a feather flock together" means?	4
9	2	62	Reread paragraphs 3–17 of "Lazy Harry" and "The Ant and the Grasshopper." Compare the character of Harry to the character of the grasshopper. What was the result of each character's economic choices? What do these choices tell you about each character? What central message do both stories have in common?	3
9	3	82	Reread paragraph 4. How does the author connect the ideas in this paragraph? What language allowed you to identify the connections?	3

*Teacher's Resource System (TRS)

DOK Verb	Grade 3 Standard
Critique, Relate	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text
Hypothesize, Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text
Critique, Synthesize, Interpret	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.
Analyze, Connect	RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story
Analyze, Cite Evidence	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. L.3.5a Distinguish the literal and non-literal meanings of words and phrases in context
Compare, Draw Conclusions	RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters
Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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Whole Group Text Evidence Questions Correlations

Unit	Week	TRS* Page	Text Evidence Question	DOK Level
9	3	88	Reread the sidebar “Consumer Choice: When Less Is More!” Why do you think the author included this information? How is it different from the rest of the text?	4
9	3	94	Reread paragraphs 10–11 of “From Fruit to Jam” and paragraphs 4 and 11 of “Let It Grow.” Which method of making marmalade—open pan or vacuum pan—do you think food writer Michael Pollan would prefer? What is the author’s point of view on this subject? Do you agree? Support your answer with evidence from both texts.	3
10	2	8	Compare the poems “The Swing” and “The Wind” to paragraph 1 of “The Great Tug-of-War.” Analyze how each writer used literal and/or nonliteral to create images for the reader.	4
10	2	11	Reread paragraphs 6–14. Why do you think Tlou wanted to see who was under the tree?	2
10	2	14	Imagine that you are trying to create a “scientific explanation” for how the motion with the force of push and pull affected the tug-of-war with the animals. Use information from paragraph 2 of “What Makes Things Move?” to help you explain the motion that happens in paragraph 35 of “The Great Tug-of-War.”	4
10	3	8	Reread the activity in the procedural text “Static Electricity.” Imagine that you were going to perform this activity. How does the procedural text structure of “Static Electricity” help you understand how to carry out this activity?	2
10	3	11	Reread paragraphs 5–11, and the activity “Magnetic Field Testing.” What happens to the paper clip in step 5 of “Magnetic Field Testing”? If you wanted to attract a much heavier object from the same distance, how could you do it?	2
10	3	14	Reread paragraph 9 in “Investigate Magnetism” and the Week 1 text, Poems of Movement: “The Swing” and “The Wind.” Use the texts to identify how each type of motion is caused by a push, a pull, or both.	4

*Teacher’s Resource System (TRS)

DOK Verb	Grade 3 Standard
Analyze, Critique	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Critique, Compare, Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.6 Distinguish their own point of view from that of the author of a text. RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.
Critique	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Infer	RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.
Synthesize, Explain	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.
Infer	RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
Infer, Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
Synthesize, Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

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Benchmark Advance Grade 3
Small Group Text Evidence Question Cards Correlations

Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 3 Standard(s)
		Letter	Number	Lexile				
1	Susan B. Casts a Ballot	H	13	450L	How does Sue feel about going with her father to vote?	2	Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What does the word *signs* mean on page 3?	1	Define	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					What is the meaning of the word *box* on page 5?	1	Define	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					Why are Susan B. Anthony and the other women at the town hall?	2	Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Why does Susan B. Anthony leave the town hall?	2	Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How does Susan B. Anthony inspire Sue?	2	Interpret	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					When does this story start? When does it end?	1	Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What is Sue doing at the end of the story?	1	Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
1	We Need to Play! We Need to Park!	H	13	510L	What does the new parking plan for Smith Street School do?	4	Analyze	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
					Why does Cameron's opinion about this plan matter?	4	Analyze	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
					What is the meaning of *park* on page 8?	1	Define	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					How would you describe the parking lot on page 11?	1	Describe	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Look at page 13. What is the meaning of *late*?	1	Define	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					What is the purpose of the photograph on page 14?	3	Critique	RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text
					Why does Ms. Rodriguez hope the plan passes?	2	Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What are the two points of view in this book?	1	Identify	RI.3.6 Distinguish their own point of view from that of the author of a text.

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Small Group Text Evidence Question Cards Correlations

Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 3 Standard(s)
		Letter	Number	Lexile				
1	Citizens Who Made a Difference	O	34	600L	Where did Mary Bethune attend school when she was seven years old and twelve years old?	1	Identify	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
					What text evidence shows that getting an education was very important to Bethune and her family?	3	Cite Evidence	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
					What details describe why Bethune's first school became successful within only two years?	3	Cite Evidence	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
					How did Bethune's school facility change between 1904 and 1923?	2	Infer	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
					What details describe Rachel Carson's love of nature as a little girl?	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What was the effect of Rachel Carson's study of DDT and the food chain?	3	Cause/Effect	RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
					How did Rachel Carson let people know that DDT hurt animals and nature?	1	Identify	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
					What context clues help to determine the meaning of the term *biology* on page 11?	2	Use Context Clues	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					Reread page 16. What text evidence supports the main idea that conditions for migrant workers were bad?	3	Cite Evidence	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
					What happened after Cesar Chavez helped farm workers form a union?	1	Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What happened to cause the grape growers to agree to the farm workers' demands?	3	Cause/Effect	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What did Rachel Carson and Cesar Chavez have in common?	3	Compare	RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

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Small Group Text Evidence Question Cards Correlations

Unit	Title	Levels			Text-Evidence Question	DOK Level
		Letter	Number	Lexile		
1	Our Government	P	38	650L	What text evidence from page 2 lets the reader know what the national government in the United States does?	3
					What is the main idea on page 4? What text evidence supports your answer?	3
					Study the timeline on pages 8 and 9. Which of the following were the last to receive the right to vote: African American men, citizens who do not speak English, or women?	2
					What text evidence lets you know what the meaning of *Congress* is on page 10?	2
					Why did the author include a United States map with the number of representatives for each state?	3
					How does text evidence support the photograph of the justices on pages 14 and 15?	4
					Who was the first woman appointed to the Supreme Court?	1
					What is the main idea of the second paragraph on page 16?	2
					According to the Solve This box on page 17, which of the two governors were governors during the same years?	2
					What is the meaning of the word *council* as it is used on page 19?	1
					What information can you learn from the photograph on page 20?	2
					What do you need in order to qualify to become president of the United States?	2

DOK Verb(s)	Grade 3 Standard(s)
Cite Evidence	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
Cite Evidence, Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
Interpret	RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text
Use Context Clues	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
Critique	RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text
Analyze	RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text
Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Infer	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
Interpret	RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text
Define	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
Interpret	RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text
Summarize	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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Small Group Text Evidence Question Cards Correlations

Unit	Title	Levels			Text-Evidence Question	DOK Level
		Letter	Number	Lexile		
1	We Need a Class Constitution	L	24	740L	Look at page 5. What is the meaning of *order*?	1
					How would a Classroom Constitution make lining up more fair?	3
					Why is the lunchroom messy?	2
					How is the photograph on page 14 connected to the students' idea for their class?	2
					Look at page 17. What is the meaning of *vote*?	1
					What would the job of the class vice president be?	2
					Summarize the problems the students need to solve.	2
					How do the students think the Class Constitution will help Mr. Miller?	1

DOK Verb(s)	Grade 3 Standard(s)
Define	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
Critique	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Interpret	RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text
Define	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
Summarize	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Summarize	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 3 Standard(s)
		Letter	Number	Lexile				
1	My Vote Counts!	R	40	790L	What clues help you figure out the meaning of the term *colony* on page 2?	2	Use Context Clues	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					What can readers infer about who has the right to vote when a government is based on "the rule of the people"?	2	Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What are key details that describe how elected officials serve the people in our country?	3	Cite Evidence	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
					What text evidence supports the inference that Joanna Jenkins was concerned that she wouldn't be allowed to vote?	3	Cite Evidence, Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What important events happened to Siniria's mother in 2010 and 2012?	1	Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What details describe why voting in an election is important to Siniria?	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What steps did Juda go through when he voted for the first time?	1	Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What reasons explain why Luciana wants to vote each Election Day?	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What clues help you figure out the meaning of the term *forefathers* on page 14?	2	Use Context Clues	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					What can readers infer about why Marvin is involved in government?	2	Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What details describe why Violet volunteered to work on the campaign to reelect her state senator, David Storobin?	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What is the main idea of "Make Your Voice Heard" on page 22?	2	Infer	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

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1	Opinions About the Voting Age	R	40	800L	Why has the U.S. government passed several amendments to the Constitution that affect voting rights?	4	Analyze	RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
					What clues help you understand the meaning of the term *elect* on page 2?	2	Use Context Clues	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					Which details support the idea that the passage of the Twenty-Sixth Amendment was an important event in history?	3	Cite Evidence	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
					Based on the text, what was one of the reasons that the voting age was lowered in 1971?	1	Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What is similar about eighteen-year-old soldiers in 1971 and today? In what way is their service different?	3	Compare	RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text
					Based on the text, what can you infer about the current behavior of the people who were eighteen years old in 1971?	2	Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What is the main idea of the chapter titled "Risky Behavior: Teens Still Developing Critical-Thinking Skills"?	2	Infer	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
					What details support the idea that people may not be able to make good decisions until the frontal lobe is fully developed?	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How do scientists think the teenage brain develops? Contrast this with what they previously believed.	3	Report, Compare	RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text
					How might the author of Opinion 1 feel about the section titled "Old Enough to Fight Means Old Enough to Vote"?	2	Infer	RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text

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		Letter	Number	Lexile				
2	The Little Hero of Haarlem	I	16	280L	How do people of Haarlem keep water out of the city?	1	Identify	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What problem does the boy discover on his walk home from work?	1	Identify	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What is the meaning of the word *gushing* on page 7?	1	Define	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					What does the word *call* mean page 8?	1	Define	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
					What character whispers to the boy during the night?	1	Identify	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					For how long does the boy plug the hole in the dike?	1	Identify	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Who finds the boy the next morning?	1	Identify	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How do the people celebrate?	1	Identify	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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2	Tom Sawyer Becomes a Pirate	I	15	380L	Why is Tom Sawyer upset at the beginning of the story?	2	Infer	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How does Tom feel when he sees Joe?	2	Infer	RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.
					What is the definition of the word *mean* on page 6?	1	Define	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
					What do the boys bring with them to the island?	1	Identify	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What is the meaning of the word *look* on page 11?	1	Define	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
					How do the boys get to the island?	1	Identify	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Why do the boys start a fire on the island?	2	Infer	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Why does it take the boys a while to go to sleep?	2	Infer	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2	The Tale of Rip Van Winkle	M	28	430L	What does Rip Van Winkle like to do when he goes to the village?	1	Identify	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What is thunder?	1	Define	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
					What does the word *heavy* mean?	1	Define	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
					What does Rip hear that sounds like thunder?	1	Identify	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Look at the illustration on page 12. What is Wolf doing?	2	Interpret	RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story
					Why does Rip Van Winkle feel different when he wakes up?	2	Infer	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How has the village changed since Rip Van Winkle fell asleep?	3	Compare	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How long is Rip Van Winkle asleep?	1	Identify	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 3 Standard(s)
		Letter	Number	Lexile				
2	Jack and the Beanstalk	L	24	500L	Why is Jack's mother so mad when Jack sells the cow for beans?	2	Infer	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Look at page 7. What does the Illustration tell you about when the story takes place?	2	Interpret	RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story
					Why doesn't Jack go away when the old woman tells him he should leave?	2	Infer	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Look at page 10. What is the meaning of *ogre?*	1	Define	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
					What does the ogre do after he eats?	1	Identify	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How does the old woman feel when Jack takes the ogre's gold and runs away?	2	Infer	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Look at page 20. What is the meaning of *chopped?*	1	Define	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
					What are Jack and his mother happy about at the end of the story?	1	Identify	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2	Pandora	P	N/A	620L	What does Prometheus do that leads to punishment for him and for the people?	1	Identify	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What does the name Pandora mean?	1	Identify	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What warning does Zeus give to Pandora and her husband?	1	Identify	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Pandora receives many gifts from the gods. Which gift gets her into trouble? How?	2	Interpret	RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
					Why does Pandora wait until her husband is asleep to take the key?	2	Infer	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What things do humans fear?	1	List	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What does the word *stifling* mean on page 13?	1	Define	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
					Why is Hope in the box with all the evil?	4	Analyze	RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

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2	The Ugly Duckling	P	N/A	640L	What is the meaning of the word *hatching* on page 4?	1	Define	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
					How does the illustration support and add to the words on page 6?	2	Interpret	RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story
					What is the meaning of the word *console* on page 10?	1	Define	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
					How do the forest birds react to the ugly duckling?	2	Infer	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What does the countrywoman do when she finds the ugly duckling in her kitchen?	1	Identify	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What happens to the ugly duckling when winter comes?	1	Identify	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Why doesn't the ugly duckling recognize his reflection?	2	Infer	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How does the main character feel at the end of the story? Why?	4	Analyze, Infer	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.

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		Letter	Number	Lexile				
2	Pinocchio and Peter Pan	Q	40	820L	After reading the introduction to the story on page 4, how do you think Geppetto feels about the marionette he plans to make?	2	Infer	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.
					What clues help you know the meaning of the term *impertinent*?	2	Use Context Clues	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
					Which details support the idea that Geppetto feels hopeless when he sees how the marionette treats him? Use information from the text to support your answer.	3	Cite Evidence	RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
					How would you describe Pinocchio? How do Pinocchio's actions affect Geppetto? Use information from the text to support your answer.	2	Infer, Describe	RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.
					What clues help you know the meaning of *carabineer* as it is used on page 12?	2	Use Context Clues	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
					What did the people who gathered around Geppetto and Pinocchio think when they saw Geppetto and the marionette together? Use information from the text to support your answer.	2	Infer	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What do the Darling children need in order to fly? Use information from the text to support your answer.	1	Identify	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What do you learn about Peter and his future on page 14?	2	Infer	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What does Peter realize when he returns to the Darling home the second time? What does he do upon returning?	1	Identify	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How do the Darling children feel about Peter's ability to fly? Use information from the text to support your answer.	2	Infer	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What words help you understand the meaning of *nippy* on page 16?	2	Use Context Clues	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
					What do Mr. and Mrs. Darling do when they see four figures in the window from outside?	1	Identify	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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3	How Rabbit Lost Its Tail	N	N/A	440L	Where and when does the story take place?	1	Identify	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What does the word *bragged* mean on page 2?	1	Define	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
					What does Rabbit have that the other animals would like to have?	1	Identify	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How does Rabbit act when Squirrel asks for one piece of tail hair?	1	Describe	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Look at page 6. What do the words *white carpet* mean in the story?	1	Define	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
					What does Squirrel do when Rabbit asks for his help? Why?	2	Infer	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What does Rabbit have to do when the other animals won't help him?	1	Identify	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How does Rabbit change at the end of the story?	4	Analyze	RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.
3	Why Hummingbirds Drink Nectar	O	N/A	540L	What do Heron and Hummingbird have in common?	3	Compare	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What is the meaning of the word *appetite* on page 2?	1	Define	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
					What is the meaning of the phrase "tongue dancing with joy" on page 8?	1	Define	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
					After Hummingbird awakens, why doesn't she hurry to the finish line?	2	Infer	RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
					What emotion is the illustrator trying to show on Hummingbird on page 14?	2	Interpret	RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story
					What lesson does Hummingbird learn in the story?	2	Infer	RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
					Look at the illustrations on pages 8 through 11. What is Heron doing? What point is the illustrator trying to make?	3	Critique	RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story
					What makes this story a pourquoi tale?	2	Distinguish	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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3	Ostrich's Long Neck	M	28	570L	What evidence from the first story suggests that Crocodile has tried to trick Zebra and Monkey before?	3	Cite Evidence, Infer	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Look at page 5. What is the meaning of crocodile tears?	1	Define	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
					What is Ostrich's problem in the first story?	2	Infer	RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
					Why does Mr. Ostrich offer to sit on the eggs all night?	2	Infer	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How does Mr. Ostrich feel when he finds out that his wife is playing games with her friends?	2	Infer	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Look at page 16. What is the meaning of *peered*?	1	Define	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
					How does the ostrich in each story feel when he finds that his neck is long?	2	Infer	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What lessons can readers learn from these two stories?	2	Infer	RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
3	Amazing Animal Senses!	H	N/A	600L	Look at pages 2 and 3. What is the meaning of *touch?*	1	Define	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					What special feature helps a chameleon see well?	1	Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How are a spider, scallop, and jellyfish alike?	3	Compare	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Look at page 10. What is the meaning of *echo?*	1	Define	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					Where are a cricket's ears located?	1	Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What is one way a dog and black bear are alike?	3	Compare	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Does a shark have a good sense of smell?	1	Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What are some animals that have a better sense of taste than humans?	1	List	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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3	Habitats of Africa	N	30	610L	How do some animals adapt to living in the Sahara Desert?	4	Analyze	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
					Why is an oasis important to have in a desert?	4	Analyze	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
					Summarize the features that help a camel survive in the Sahara Desert. Use text evidence to support your answer.	3	Summarize, Cite Evidence	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
					Why can many animals be found near a wadi?	2	Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What evidence does the author give to support the idea that trees on the savanna are important for the animals that live there?	3	Cite Evidence	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
					What context clues help to determine the meaning of the term *herds* on page 12?	2	Use Context Clues	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					What text evidence supports the idea that traveling in herds helps protect animals?	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What context clues help to determine the meaning of the word *predator* on page 13?	2	Use Context Clues	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					What kinds of animals live in the rain forest canopy?	1	List	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Why do different animals live in different layers of the rain forest?	4	Analyze	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How can you summarize the information in the sidebar on page 19?	2	Summarize	RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently.
					Why do chimpanzees live in trees and gorillas live on the ground?	2	Infer	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 3 Standard(s)
		Letter	Number	Lexile				
3	Habitats of South America	O	34	670L	Based on the map on page 3, where is the Andes Mountains Region of South America located?	2	Interpret	RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.
					Why does each layer of the Amazon Rain Forest represent a different habitat? Use text evidence to support your answer.	4	Analyze, Cite Evidence	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text
					What text feature helps the reader understand the relationship between predators and prey described on page 5?	1	Identify	RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently.
					What two features protect poison dart frogs from predators?	1	Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Why is the canopy a better habitat for the toucan than the forest floor or understory?	3	Compare, Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Why is the forest habitat more suited to the spectacled bear than the high peaks and cliff habitat?	3	Compare, Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How are guanacos and vicuñas similar to llamas and alpacas? How are they different?	3	Compare	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What text evidence suggests that chinchillas are prey?	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What context clues on pages 13 and 19 help the reader understand the meaning of *burrow*?	2	Use Context Clues	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					Why is the geography of the Pampas Region both good and bad for the animals that live there?	4	Analyze	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What text evidence explains why maned wolves are successful in the Pampas Region?	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What countries in South America are part of both the Amazon Rain Forest and Andes Mountain Regions?	1	Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 3 Standard(s)
		Letter	Number	Lexile				
3	Why Polar Bears Like Snow	N	30	800L	Which of a flamingo's physical features is an obvious sign that it is adapted to its habitat?	1	Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Which text evidence supports the idea that the Arctic is a harsh environment?	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What is the relationship between having thick fur or blubber and living in the Arctic?	2	Relate	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
					How does ear size affect how an animal is adapted to a cold environment?	2	Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What main idea do the images on pages 10 and 11 support?	2	Interpret	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.
					Look at the photographs on page 12. Which similar feature of the jaguar and ocelot help keep these animals protected in the rainforest?	1	Identify	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.
					How does the It's a Fact feature explain how an anteater is adapted to living on the forest floor?	2	Infer	RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently.
					What is another term for the African grasslands?	1	Define	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					How does the lack of trees on the grassland effect animals that live there?	4	Analyze	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How is an ostrich adapted to the grassland habitat?	4	Analyze	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Which key details support the main idea that birds in the Everglades need long legs?	3	Cite Evidence	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
					How does what you know about lions in the grassland help you understand the importance of an alligator's ability to camouflage itself in water?	4	Analyze	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 3 Standard(s)
		Letter	Number	Lexile				
4	Tom Sawyer Paints the Fence	M	28	410L	What do we learn about Tom from the narrator at the very beginning of the story?	2	Infer	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.
					Why doesn't Tom want to paint the fence?	2	Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Look at page 7. What is the meaning of *pretended?*	1	Define	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
					When does the story take place?	1	Identify	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Look at page 13. What is the meaning of *strummed?*	1	Define	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
					Who gives Tom something to draw with in exchange for getting to paint the fence?	1	Identify	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How do Tom's friends feel after they paint the fence?	2	Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.
					What do readers learn about Tom from this story?	2	Infer	RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 3 Standard(s)
		Letter	Number	Lexile				
4	Ruby Bridges	L	24	460L	In what city does the story take place? Why is this setting important to the story?	3	Critique, Identify	RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
					What is the meaning of *law* on page 5?	1	Define	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
					Why does Ruby's mom want her to go to the school with white children?	2	Infer	RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
					Read page 11. Why do Ruby and her mother stay in the office all day on Ruby's first day of school?	2	Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What is the meaning of *classroom* on page 15?	1	Define	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
					What do Ruby and Mrs. Henry do in the classroom?	1	Identify	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How does the story end?	1	Identify	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What lesson can readers learn from this story?	2	Infer	RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 3 Standard(s)
		Letter	Number	Lexile				
4	Medusa	M	N/A	570L	Look at page 3. What is the meaning of *vain?*	1	Define	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
					What specific parts of her appearance is Medusa especially proud of?	2	Infer	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What are Athena's duties?	1	Identify	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How does Medusa anger Athena at the temple?	1	Identify	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How does Poseidon react to Medusa?	1	Identify	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Page 13 says, "Athena became angry again." Is she angry with Poseidon or Medusa?	2	Infer	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What is the meaning of the word *mortal* on page 13?	1	Define	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
					At the end, what will happen if Medusa ever looks at her reflection again?	2	Infer	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 3 Standard(s)
		Letter	Number	Lexile				
4	Little Red Riding Hood	P	N/A	620L	What can you tell about Little Red Riding Hood's mother?	2	Infer	RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.
					Why does Red stop in the woods?	2	Infer	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How can you tell that the wolf is dangerous when he first speaks to Red?	2	Infer	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How does Wolf get into Grandmother's house?	1	Identify	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What words on page 12 help you understand the meaning of *glasses* in the story?	2	Use Context Clues	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
					What does Red notice about Wolf when he's pretending to be her grandmother?	1	Identify	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Look at page 14. What is the meaning of *cottage?*	1	Define	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
					How does Red escape Wolf?	1	Identify	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 3 Standard(s)
		Letter	Number	Lexile				
4	My Trip to Greece	P	38	660L	What is the main idea of the introduction? What details help explain why Christina Mika and her family travel to Greece every summer?	3	Infer, Cite Evidence	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
					What does the term *mythology* mean? What context clues help the reader understand the meaning of the word?	2	Use Context Clues	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					What details support the idea that Christina did not agree with the idea that "getting there is half the fun"?	3	Cite Evidence	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
					What does the term *temple* mean?	1	Define	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					What conclusion can you draw about the importance of gods and goddesses in ancient Greece? Use text evidence to support your answer.	3	Draw Conclusions, Cite Evidence	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
					Based on the description on page 13, use context clues to define an archaeologist's job.	2	Use Context Clues	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					What clues on page 14 would help you define the term *harbor* without a dictionary?	2	Use Context Clues	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					What is the writer's opinion about Mykonos? What clues in her description tell you how she feels?	2	Infer, Cite Evidence	RI.3.6 Distinguish their own point of view from that of the author of a text.
					Why was Poseidon, the "Earth Shaker," honored on Santorini?	1	Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What is the main reason why the writer is especially fond of Santorini? Give evidence from the text to support your reason.	3	Critique, Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.6 Distinguish their own point of view from that of the author of a text.
					What details from pages 20-21 support the idea that the Mikas are more than tourists?	3	Cite Evidence	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

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Unit	Title	Levels			Text-Evidence Question	DOK Level
		Letter	Number	Lexile		
4	Mayhoua Moua	Q	40	670L	What evidence from the text tells you that Mayhoua's father was in danger in mid-May of 1975?	3
					Which details support the idea that status was very important in Laos in 1975?	3
					What context clues help you understand the meaning of the term *flee* on page 8?	2
					What steps did the Moua family take to leave Laos?	1
					What context clues help you know the meaning of the term *littered* on page 10?	2
					What can you infer about the meals in Mayhoua's house in Laos after reading pages 12 and 13?	1
					What was the result of the missionaries' suggestion that Hmong women sell their story cloths to tourists?	2
					Which details support the idea that Mayhoua's family did not have much money when they lived at the Ban Vinai refugee camp?	3
					What happened as a result of the new government that took control of Laos in 1975? Use information from the text to support your answer.	3
					How were Mayhoua and her family able to leave Bon Vinai and move to the United States?	1
					What is the main idea of the first paragraph on page 21?	2

DOK Verb(s)	Grade 3 Standard(s)
Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Cite Evidence	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
Use Context Clues	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Use Context Clues	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Cause/Effect	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Cite Evidence	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
Cite Evidence, Cause/Effect	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Infer	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 3 Standard(s)
		Letter	Number	Lexile				
4	I Dance	M	28	680L	What words can you use to figure out the meaning of *tour* on page 2?	2	Use Context Clues	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					Look at page 6. What is the meaning of *costumes?*	1	Define	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					How does the audience show its feelings about Tilda's performance in *Beauty and the Beast?*	2	Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How does Tilda feel about the story of *Hansel and Gretel?*	2	Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What evidence from this narrative shows that Tilda is a hard worker?	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How does a dancer portray a specific character?	3	Critique	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
					In what cities and countries does Tilda's dance company perform? What dance does the company do in each place?	1	Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What lesson about goals do you find in the narrative?	2	Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
5	Louis Pasteur	K	20	580L	Look at page 4. What words help you understand the meaning of *scientists?*	2	Use Context Clues	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					Look at page 7. What is a microscope?	1	Define	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					What are the three shapes of bacteria?	1	Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How are good types of bacteria connected to food?	2	Infer	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
					How did using a microscope help Louis Pasteur save lives?	2	Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How does vaccinating animals help people stay healthy?	2	Infer	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
					What process makes milk safe to drink?	1	Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 3 Standard(s)
		Letter	Number	Lexile				
5	The Wright Brothers	I	14	660L	What did Orville and Wilbur Wright like to do as children?	1	Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How did the Wright brothers control their first glider?	1	Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How can you tell that the Wright brothers were good problem solvers?	2	Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Look at page 10. What is the meaning of the word *curved?*	1	Define	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					Look at page 11. How did the Wright brothers fly in the first glider?	1	Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How long after flying in the first glider were the Wright brothers able to fly 600 feet?	1	Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Look at page 12. How do the diagram and caption help you understand what a propeller is?	2	Interpret	RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text
					Look at page 14. What is the meaning of the word *honored?*	1	Define	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
5	The Idea Machine: My Inventor's Journal	R	40	730L	How does Max feel about school and free time? What do readers feel about school and free time?	2	Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What clues help readers figure out the meaning of the term *invention?*	2	Use Context Clues	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					What key details on page 4 explain why Max prefers inventing by himself?	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What does the term *computer code* mean? What context clues help readers understand the meaning?	2	Use Context Clues	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					What are steps Max's dad tells his students to take when they can't think of a project idea?	1	Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What can readers infer about what a light bulb stands for when it appears over a character's head in a cartoon?	2	Infer	RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text
					What are three key details that support the main idea about ways to get "unstuck" when you're unable to think of a good idea for a project?	3	Cite Evidence	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
					What can readers infer about why Max decided to use a glove rather than a hat to create his Idea Machine?	2	Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Why does Max think it takes a lot of patience to be an inventor? What qualities do readers think inventors should have?	4	Analyze, Infer	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 3 Standard(s)
		Letter	Number	Lexile				
5	Robert Ballard	P	38	770L	What information supports the idea that being a passenger on the *Titanic* was exciting? Use information from the text to support your answer.	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What can you conclude about Captain Edward J. Smith's decision to keep the engines running on the night that the *Titanic* sunk?	3	Draw Conclusions	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What role did the remotely operated vehicle play in finding the *Titanic?*	2	Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Look at the map on page 6. From where did the *Titanic* originally leave? Where did it stop? Where did it sink?	2	Interpret	RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text
					What clues help you understand the meaning of the term *debris* on page 8?	2	Use Context Clues	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					How did Ballard's interest in studying the ocean begin? Use information from the text to support your answer.	3	Cite Evidence, Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What does an oceanographer do? Where do you find this information in the text?	3	Define, Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What role did science fiction play in Ballard's interest in the ocean?	2	Infer	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
					What clues help you understand the meaning of the phrase *plotted on a map* on page 15?	2	Use Context Clues	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					What role did *Alvin* and *Jason Junior* play in Ballard's research? Use information from the text to support your answer.	4	Analyze, Cite Evidence	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

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		Letter	Number	Lexile				
5	Medical Pioneers	O	34	780L	What text evidence supports the main idea that Florence Nightingale had to fight to get the chance to work in a hospital?	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Based on the illustration on page 8, how does the reader know that Florence Nightingale put herself in danger to help others?	2	Interpret	RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text
					On page 4, what is the logical connection between the sentences in paragraph 1?	2	Identify Patterns	RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text
					How does the reader know that Florence Nightingale and her nurses made a difference in the lives of many soldiers?	2	Infer	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
					Why was polio such a feared disease in the 1940s and 1950s?	2	Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What effect did polio have on President Franklin D. Roosevelt?	2	Cause/Effect	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What context clues help the reader understand the meaning of the word *prevented* on page 15?	2	Use Context Clues	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					The special feature on the top of page 15 uses the word *injection*. How does the photograph help you understand what the word *injection* means?	2	Define, Interpret, Use Context Clues	RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text
					What details on page 16 support the main idea that Michael DeBakey was a well-rounded individual with many interests and abilities?	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What is the logical connection between the first three paragraphs on page 20?	2	Identify Patterns	RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text
					What text clues help the reader understand the meaning of *devices* on page 20?	2	Use Context Clues	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					What is similar about the three people described in this book? What is different?	3	Compare	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 3 Standard(s)
		Letter	Number	Lexile				
5	The Chicago World's Fair of 1893	N	40	790L	What details support the idea that the 1893 Chicago World's Fair was an important historic event?	3	Cite Evidence	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
					What steps did the fair planners take to transform Jackson Park into the White City?	1	List	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What text evidence supports the inference that fair planners had underestimated the amount of time needed to build the White City?	3	Cite Evidence, Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What details support the idea that a visit to the fair was like a visit around the world?	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What effect did electricity have on people at the fair? Use evidence from the text to support your answer.	3	Cite Evidence, Cause/Effect	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What steps led to the invention of the world's first Ferris wheel?	1	List	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					The title of Chapter 2 is Engineering Marvels. Use context clues from the chapter to define the term *marvel.*	2	Use Context Clues	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					What details support the idea that the attractions at the fair were memorable?	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Why did visitors have to be brave in order to visit the top of the Manufactures and Liberal Arts Building? Use text evidence to support your answer.	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What details from the text support the idea that the Chicago World's Fair inspired people?	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How does the lithograph *All Nations Are Welcome,* on pages 20-21, remind the viewer of the arrival of Christopher Columbus in 1492? Support your answer with evidence from the text.	3	Infer, Cite Evidence	RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text
					What did President Cleveland mean by describing the fair as a "brotherhood of nations" on page 22? What clues help the reader understand the phrase?	3	Cite Evidence, Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 3 Standard(s)
		Letter	Number	Lexile				
5	Telling Time Through the Ages	N	30	860L	How do the events listed in the first paragraph on page 2 relate to one another? What key words help identify the structure?	3	Identify Patterns, Relate, Cite Evidence	RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text
					What text evidence supports the inference that the Sun moves across the sky during the day?	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Based on the pictures of the sand clock and sundial on page 6, what is the main difference in the way they might be used to measure time?	3	Compare, Interpret	RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text
					What key details explain the main difference between the water clocks used by the ancient Greeks and people in North Africa?	3	Compare, Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					In step 4 on page 13, what is the relationship between using the stopwatch to measure each minute and drawing a line on the outside of the food container?	2	Relate	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What key details support the author's statement that pendulums made mechanical clocks more accurate?	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					About how long did people use mechanical clocks before the first working pendulum clock was invented?	2	Relate	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Based on Chapter 3, what problem did Huygens have to solve in order to build a pendulum clock that would work for more than a few minutes?	1	Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What context clues help the reader understand the meaning of *sources of power* on page 18?	2	Use Context Clues	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					What text evidence supports the inference that the potatoes act like a battery?	3	Cite Evidence, Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What text evidence helps the reader understand the meaning of *automatically* on page 22?	2	Use Context Clues	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					What text and graphic evidence supports the idea that using an external clock may be more accurate than using your body clock?	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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Unit	Title	Levels			Text-Evidence Question	DOK Level
		Letter	Number	Lexile		
6	Kanchil and the Crocodiles	O	N/A	530L	Why is Kanchil afraid of the crocodiles?	2
					What is the meaning of the phrase *Kanchil's mouth watered* on page 4?	1
					How does Kanchil trick the crocodiles into lining up?	1
					How does the illustration on page 11 show that the crocodiles are interested in helping Kanchil?	2
					What is the meaning of the phrases *side by side* and *end to end* on page 13?	1
					How does the illustration on pages 14 and 15 help you understand the meaning of the term *crocodile bridge* on page 16?	2
					When do the crocodiles realize they've been tricked?	1
					What message can you take from this trickster tale?	4

DOK Verb(s)	Grade 3 Standard(s)
Infer	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Define	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
Identify	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Interpret	RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story
Define	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
Define, Interpret	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story
Identify	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Analyze	RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 3 Standard(s)
		Letter	Number	Lexile				
6	Iktomi and his Blanket	M	28	540L	What is the main setting of the story?	2	Infer	RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
					Look at pages 3 and 5. What is the meaning of *dusk*?	1	Define	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
					What is the main reason Iktomi gives Inyan his blanket?	2	Infer	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What is the meaning of *teepee* in the story?	1	Define	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
					Why does Iktomi take his blanket back from Inyan?	2	Infer	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What can you tell about Coyote from the story?	2	Infer	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.
					Why doesn't Inyan give Iktomi food when he asks the second time?	2	Infer	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How does Iktomi change at the end of the story?	4	Analyze	RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.
6	King Midas and the Golden Touch	P	N/A	540L	What words help you understand the meaning of *wealth* on page 2?	2	Use Context Clues	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
					What are two of Marigold's character traits?	2	Infer	RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.
					How does the author define the word *satyr?*	1	Define	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
					Look at page 10. What is the meaning of the word *risk?*	1	Define	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
					What first makes King Midas realize his wish was a mistake?	2	Infer	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Describe where King Midas lives.	1	Describe	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What must King Midas do to make things normal again?	1	Identify	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How does the satyr feel at the end of the story? Why?	2	Infer	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 3 Standard(s)
		Letter	Number	Lexile				
6	Echo and Narcissus	R	40	630L	Reread the description of the nymphs on page 2. Look at the illustration on pages 2 and 3, too. What additional details does the illustration provide? How does the illustration refine the reader's perception of nymphs?	4	Interpret, Analyze	RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story
					Reread the first paragraph on page 16. What does the word *sprightly* mean? What clues help the reader define the word?	2	Use Context Clues	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
					How does Narcissus feel about admirers following him? What text evidence supports your inference?	3	Cite Evidence, Infer	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What characteristics does Echo like about Narcissus's appearance?	2	Infer	RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.
					Why is it important to the book for Echo to lose the ability to speak in Part 1?	3	Critique	RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
					Why does Jupiter seek revenge for Echo's death?	2	Infer	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How are Narcissus and his flower similar in appearance? Be specific. Use evidence from the text to support your inference.	3	Cite Evidence, Compare	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What evidence in the text supports the conclusion that Narcissus had never seen a mirror?	3	Cite Evidence	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					People today use the word *narcissist* to describe a kind of person. What do you infer the characteristics of a narcissist are? Use evidence to support your inference.	3	Infer, Cite Evidence	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
					What do the illustrations show about the place where the nymphs and Narcissus live?	2	Interpret	RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 3 Standard(s)
		Letter	Number	Lexile				
6	The Milkmaid and Her Pails, Sun and Wind, the Bundle of Sticks	Q	40	660L	Which details on page 7 foreshadow the fable's ending?	1	Identify Patterns	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Besides daydreaming, what else causes the milkmaid to stumble?	1	Identify	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What details on page 9 support the inference that the milkmaid loves her parents?	3	Cite Evidence, Infer	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What context clues help the reader understand the meaning of the term *terrain* on page 7?	2	Use Context Clues	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
					Why does Wind propose a contest to Sun?	2	Infer	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What two details show the Sun is polite and fair?	1	Identify	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What is the effect on the sheep, flowers, and air when Sun begins to shine?	2	Cause/Effect	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What is an example of dialogue on page 14?	1	Identify	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What is different about what happens to the sheet when Wind and Sun use their powers during the contest?	1	Identify	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What text evidence on page 14 supports the inference that Wind's powers can also be pleasant and enjoyable?	3	Cite Evidence, Infer	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What is the main cause of the father's death?	2	Infer	RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
					How are the main characters of each fable similar?	3	Compare	RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 3 Standard(s)
		Letter	Number	Lexile				
6	Yeh-Shen, The Toad Bridegroom	O	34	670L	How can the reader tell that Yeh-Shen's stepmother is not as loving as Yeh-Shen's own parents and is the "bad person" in the fairy tale?	2	Infer	RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.
					What details from the story show the relationship between Yeh-Shen and the goldfish?	3	Cite Evidence	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What summary would describe what happened to the goldfish in the story?	2	Summarize	RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
					What context clues in the story help to determine the meaning of the word *disobeyed* on page 10?	2	Use Context Clues	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
					What evidence does the author give to show that Yeh-Shen wanted to do what the goldfish spirit asked her to do?	3	Cite Evidence	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How did the king know that Yeh-Shen was telling the truth about the goldfish bones and the pots?	2	Infer	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Why did Soo feel angry at the toad at the beginning of the story?	2	Infer	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What context clues help to determine what the word *desire* means on page 16?	2	Use Context Clues	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
					Summarize why the rich man and his wife thought one of their daughters should marry the toad.	2	Summarize	RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.
					What is the overall lesson of the fairy tale "The Toad Bridegroom"?	2	Infer	RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.
					What text evidence shows that the toad is seen as a magical character in the story?	3	Cite Evidence	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What context clues help to determine the meaning of the term *astonished* on page 19?	2	Use Context Clues	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 3 Standard(s)
		Letter	Number	Lexile				
6	Father, Son, and Donkey & The Miser and His Gold	R	40	700L	What context clues help the reader understand the meaning of the word *moral* on page 2?	2	Use Context Clues	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
					What text evidence supports the inference that Aesop's fables spread because he told his tales to many people?	3	Cite Evidence, Infer	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Why were both the father and son excited to bring the donkey to market?	2	Infer	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How do the old women respond when they see the father and son walking with the donkey?	2	Infer	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What text evidence indicates that the father is often swayed by the opinions of others?	2	Use Context Clues	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.
					What context clues help the reader understand the meaning of the word *haul* on page 6?	2	Use Context Clues	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
					What text evidence supports the inference that the son was less influenced by the opinion of others than the father?	3	Cite Evidence, Infer	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What text evidence illustrates how the travelers' opinions were different from the townspeople's?	3	Cite Evidence, Compare	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What context clues help the reader understand the meaning of the word *outskirts* on page 15?	2	Use Context Clues	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
					What key details in "The Miser and His Gold" illustrate how one character learns from another in fables?	3	Cite Evidence	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What text evidence supports the inference that the greedy miser valued his gold more than his family?	3	Cite Evidence, Infer	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					In what ways are the two fables similar?	3	Compare	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 3 Standard(s)
		Letter	Number	Lexile				
7	Three Ancient Communities	N	30	500L	What evidence supports the idea that the people of Memphis used animals to help them farm?	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What evidence supports the idea that the tombs mentioned on page 4, and the pyramids are the same?	3	Compare	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Based on the text and illustrations, what type of craftsperson worked in both Memphis and Athens?	2	Infer, Interpret	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What are three differences between the god Ra and the goddess Bast?	3	Compare	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What key details support the idea that everyone in Athens did not have a voice in government?	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text
					How did Memphis and Athens differ in terms of who made the rules and laws?	3	Compare	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What key details describe the difference between the Memphis goddess Maat and the Athens goddess Athena?	3	Compare, Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Which two ancient communities were most alike in terms of building, clothing, and everyday life?	3	Compare	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Arrange the three ancient communities from oldest to youngest. What evidence supports your answer?	3	Cite Evidence, Organize, Categorize	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Why didn't the patricians want the plebeians to leave ancient Rome and start their own community? What text and graphic evidence supports your answer?	4	Analyze, Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What do a republic and a democracy have in common?	3	Compare	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What context clues help the reader understand the meaning of *grand* on page 20?	2	Use Context Clues	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 3 Standard(s)
		Letter	Number	Lexile				
7	Three Immigrant Communities	P	38	560L	How does the author explain that life in Eastern Europe in the late 1800s was difficult?	3	Critique	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What information is shown in the bar graph on page 4?	2	Interpret	RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently.
					Why was it important to Jewish immigrants that the clothing business was growing?	2	Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					After reading page 7, what makes you think some workshops were called sweatshops because people would sweat in them?	1	Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How did the government limit the number of Chinese immigrants that could come to the United States?	1	Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What does Betty Chen mean when she calls Chinatown a "bachelor society"?	2	Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					After looking at the graph on page 13, how did the Chinese population change over time?	2	Interpret	RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently.
					How were the living conditions of Jewish immigrants and Chinese immigrants different?	3	Compare	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
					Why were some Italian immigrants like migrating birds?	2	Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What details describe the skills a padrone needed?	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What was the job of a newsie?	1	Define	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Why did Italian immigrants hold festas?	2	Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 3 Standard(s)
		Letter	Number	Lexile				
7	Three Historical Communities of North America	P	38	590L	How did early Anasazi homes differ from later Anasazi homes?	3	Compare	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Look at the map in the It's a Fact feature on page 5. In which modern-day states did the Anasazi live?	2	Interpret	RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently.
					Why might a drought cause the Anasazi to leave Mesa Verde?	2	Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Which text evidence helps define the term *colonist* on page 11?	2	Use Context Clues	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Why was the winter of 1609-1610 known as a Starving Time in the Jamestown colony?	2	Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What does the image on page 11 tell you about where the settlers in Jamestown lived?	2	Interpret	RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text
					Which text evidence supports the idea that the Jamestown settlers did not have a good friendship with the Native Americans?	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Which details from the text explain why the Pilgrims were ready for "a new life in a new land"?	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How were children important to the Plymouth colony?	2	Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How was farming and trade different in the Jamestown and Plymouth colonies?	3	Compare	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
					Which was the most important building in the Plymouth colony?	1	Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Use the They Made a Difference feature on page 19 to find details that support the idea that the Native Americans helped the Pilgrims get through tough times.	3	Cite Evidence	RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 3 Standard(s)
		Letter	Number	Lexile				
7	The Community of Washington DC	O	34	620L	What text evidence from page 2 lets the reader know who lives in Washington, D.C.?	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What main idea does the map show on page 4?	2	Interpret, Infer	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text
					What is the first thing leaders did when they wanted to determine a place for the United States' capital?	1	Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What is the meaning of *architect* on page 7? Use text evidence to support your answer.	2	Use Context Clues	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					How much was the stamp to honor Benjamin Banneker worth at the time it was made?	1	Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What were two of the early ways people in Washington, D.C. traveled to work?	1	Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Where does the metro run in the Washington, D.C. area?	1	Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Why is President George Washington honored with a monument? What is special about the Washington Monument?	2	Infer	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
					Does the caption on page 19 accurately describe the photograph? Why or why not?	2	Interpret	RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently. RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text
					What is the meaning of the word *monuments* on page 17?	1	Define	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					What information can you learn from the photograph on page 20?	2	Interpret	RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text
					Why does the author state that Washington, D.C. is a place anyone can feel at home?	3	Critique	RI.3.6 Distinguish their own point of view from that of the author of a text.

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		Letter	Number	Lexile				
7	Survival at Plymouth; A Helping Hand in New Amsterdam	P	38	670L	What text evidence from page 6 lets the reader know the problem of the story?	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What is the main idea on page 7?	2	Infer	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
					What was the first question Will asked as the boys traveled to find William's medicine?	1	Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What text evidence helps determine the meaning of the *word* bound on page 8?	2	Use Context Clues	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					Which part of the story lets you know that William Bradford got well again?	1	Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Look at the illustration and read page 14. Which character in the illustration is Anna?	2	Interpret	RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text
					What kinds of vegetables does Anna sell?	1	Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					When did Mrs. Cortlandt say it was time to sell the locket?	1	Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Look at the illustration on page 20? Which of the characters is Jannetie? How can you tell?	2	Interpret	RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text
					What is the meaning of the word *spring* on page 19?	1	Define	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					Both stories have valuable items. What are the items and what makes them valuable?	3	Identify, Infer, Compare	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 3 Standard(s)
		Letter	Number	Lexile				
7	Ponce de Leon and the True Fountain of Youth; Sail On, Columbus!	R	40	750L	Based on page 2, what are three main benefits readers can gain by reading historical fiction?	4	Analyze	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How did Ponce de Léon feel about answering children's questions? What text evidence supports your answer?	3	Cite Evidence	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How does the author use personification on page 10?	3	Critique	L.3.5a Distinguish the literal and non-literal meanings of words and phra.
					What key details help the reader understand why the narrator's grandson said Rodrigo was rich?	3	Cite Evidence	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What text evidence helps the reader understand the meaning of the "true fountain of youth" mentioned in the title?	2	Use Context Clues	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
					How do the narrators' points of view in the two stories compare? How do you know?	3	Compare	RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters
					What text evidence helps the reader understand the narrator's problem?	3	Cite Evidence	RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
					Why did the captains choose the *Pinta* for their escape plan on page 16?	2	Infer	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What text evidence helps the reader understand the arguments Columbus used to try to convince the sailors to continue the voyage?	3	Cite Evidence	RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
					What context clues help the reader understand the meaning of *mutiny* on page 18?	2	Use Context Clues	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
					What text evidence supports the idea that Rodrigo believes the world is flat and that they are near the edge?	3	Cite Evidence	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How are the events of the two stories different?	3	Compare	RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters

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		Letter	Number	Lexile				
7	Stable Boy at the Alamo & Monitor v. Merrimack	U	50	860L	Why didn't Harold use his knife to kill Santa Anna when he had the chance?	2	Infer	RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.
					What text evidence shows why Jim Bowie gave Harold his prized knife just before the battle?	3	Cite Evidence	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What context clues help you understand the meaning of the term *resounding* on page 14?	2	Use Context Clues	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
					What text evidence on pages 14 and 15 tells the reader that the Texans lost the battle?	3	Cite Evidence	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How does the author show the physical side effects of being involved in Civil War battles?	3	Cite Evidence	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How does the story benefit from having two main characters?	3	Critique	RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.
					What evidence supports the idea that the Union ship, the *Monitor,* was not afraid to get into a battle with the *Merrimack?*	1	Identify	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What words on page 25 are related to the parts of a ship?	1	Identify, List	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
					What do the main characters do at the end of the story that shows they understand how similar they are to the people on the other side of the war?	1	Identify	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What context clues help you understand the meaning of the word *pursuit* on page 27?	2	Use Context Clues	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
					How do both stories show the main characters are excited to help support a cause?	3	Compare	RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events. RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters
					How do the maps on pages and 23 help the reader understand the story?	2	Interpret	RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 3 Standard(s)
		Letter	Number	Lexile				
8	Global Alert	P	38	950L	Which text evidence supports the idea that air pollution is a serious global problem?	3	Cite Evidence	RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
					What is the relationship between human activity and air pollution?	2	Relate	RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
					Which text evidence supports the idea that HFCs are better for the environment than CFCs?	3	Cite Evidence	RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
					What does the picture on page 8 show about changes in the ozone layer?	2	Interpret	RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text
					What text evidence supports the idea that global warming has caused a variety of effects?	3	Cite Evidence	RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
					What does the term *clogged* mean? Use text evidence from the photograph to support your answer.	2	Use Context Clues	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					Which text evidence supports the idea that human activity has contributed to the greenhouse effect?	3	Cite Evidence	RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
					What concept does the photograph on page 12 help illustrate?	2	Interpret	RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text
					How are orange juice and nitric acid the same? How are they different? Use text evidence to support your answer.	4	Apply Concepts, Compare, Differentiate, Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What does the word *corrode* mean? Use text evidence to support your answer.	2	Use Context Clues	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					How would the *Science Lab* feature on pages 18–19 help you identify the presence of acid rain?	2	Infer	RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently.
					Which text evidence supports the idea that governments around the world are actively taking steps to reduce air pollution?	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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		Letter	Number	Lexile				
8	Stormy Weather	N	38	780L	Why do you think Florida has more thunderstorms than any other state? Support your answer with text evidence.	3	Cite Evidence, Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Why would it be dangerous to be caught in a lightning storm? Support your answer with text evidence.	3	Cite Evidence, Infer	RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
					What is Chapter 2 mostly about? Support your answer with text evidence.	3	Cite Evidence, Summarize	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
					How does the photograph on page 9 support your understanding of the power of lightning?	2	Interpret	RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text
					Why do you think that hurricanes can leave many people homeless? Use text evidence to support your answer.	3	Cite Evidence, Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What concepts does the photograph on page 15 help illustrate?	2	Interpret	RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text
					What does the word *whirling* mean? Use text evidence to support your answer.	2	Use Context Clues	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					How are hurricanes and tornadoes alike? Use text evidence to support your answer.	3	Cite Evidence, Relate	RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
					How are blizzards the same as hurricanes and tornadoes? How are they different? Use text evidence to support your answer.	3	Cite Evidence, Compare, Differentiate	RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
					What does the word *visibility* mean? Use text evidence to support your answer.	2	Use Context Clues	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					In what ways do snowdrifts make it difficult to get to school and work?	2	Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What can you learn about how blizzards affect people's lives from the photographs in Chapter 5?	2	Interpret, Summarize	RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text

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		Letter	Number	Lexile				
8	The Everglades	K	20	670L	What weather conditions help create the Everglades habitats?	2	List, Cause/Effect	RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
					How do mangrove trees help fish?	2	Infer	RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
					Compare the illustration on page 10 with the photograph on page 11. What has changed in the Everglades?	3	Interpret, Compare	RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text
					What is the meaning of *common* in the caption on page 13?	2	Use Context Clues	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					Why can't people drink ocean water?	2	Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Look at page 15. Which department of the government is in charge of looking after national parks?	1	Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What is the meaning of *wild* on page 16?	2	Use Context Clues	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					What is this book mostly about?	2	Infer	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 3 Standard(s)
		Letter	Number	Lexile				
8	The Pacific Northwest	R	40	700L	What text evidence supports the idea that it would be difficult to live in the Alaskan tundra?	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How do you know that rivers are important to the states in the Pacific Northwest? Support your answer with text evidence.	3	Cite Evidence, Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What can you tell about rainfall in Portland and Seattle from the chart on page 10? Support your answer with text evidence.	3	Cite Evidence, Infer	RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently.
					Why do Washington and Oregon have a “wet side” and a “dry side”? Support your answer with text evidence.	3	Cite Evidence, Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What can you tell from “They Made a Difference” on page 13 about how people felt about William Seward and his decision to buy Alaska form Russia? Use text evidence to support your answer.	3	Cite Evidence, Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What text evidence supports the idea that farmers were able to adapt to their surroundings?	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What does the word *fertile* mean? Use text evidence to support your answer.	2	Use Context Clues	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					How has tourism become one of the main industries in the Pacific Northwest? Use text evidence to support your answer.	3	Cite Evidence, Cause/Effect	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What text evidence supports the idea that many people visit the Pacific Northwest because of the region’s natural features?	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What does the word *emerald* mean? Use text evidence to support your answer.	2	Use Context Clues	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					What text evidence in Chapter 3 supports the author’s statement on page 28 that the Pacific Northwest “has something for everyone”?	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What can you tell about the population of Washington from the graph on page 30? Use text evidence to support your answer.	2	Interpret	RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text

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		Letter	Number	Lexile				
8	The Southwest	R	40	650L	Which text evidence supports the idea that the Southwest has unique natural features?	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What inference can you make about the presence of observatories in areas of the Southwest with higher elevations?	2	Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What does the term *ruts* mean? Use text evidence to support your answer.	2	Use Context Clues	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					What can you tell about rainfall in Houston from the graph on page 10?	2	Interpret	RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text
					Which text evidence supports the idea that Native Americans made use of the geography and natural resources in the region?	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What can you tell from the chart on page 14 about the population of Native Americans in Arizona?	2	Interpret	RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text
					What inference can you make about how Native Americans might have felt during their travel on the Trail of Tears?	2	Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					From the information on page 18, what can you conclude about the contributions African Americans made in Oklahoma?	3	Draw Conclusions	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What can you tell about Ansel Adams from the information in "Art of the Southwest" on page 23?	2	Infer, Describe	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How does the photograph on page 24 relate to the text?	2	Interpret, Relate	RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text
					What does the term *wind farms* mean? Use text and graphic evidence to support your answer.	2	Use Context Clues	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					What can you tell from the chart on page 26 about the flights of Discovery?	2	Interpret	RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 3 Standard(s)
					What can you tell about the Pacific Ocean from the chart on page 5?	2	Interpret	RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text
					What text evidence supports the idea that the ocean floor and the land have many features in common?	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What is the relationship between the sun and the movement of the ocean? Use text evidence to support your answer.	3	Cite Evidence, Relate	RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
					Using the information in the *It's a Fact* feature on page 11, what can you infer about how the trip from America to Great Britain changed?	2	Infer	RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently.
					Which text evidence supports the idea that rainfall is not equally distributed in all areas of the world?	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What is the information in the *Careers in Science* feature on page 15 mostly about? Use text evidence to support your answer.	3	Cite Evidence, Summarize	RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently.
8	Bridges: Earth: The Water Planet	N	30	550L	How is the force of gravity similar to the energy of the sun? Use text evidence to support your answer.	4	Apply Concepts, Compare, Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
					Which text evidence supports the idea that aquifers and polar ice caps are significant sources of fresh water?	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What can you tell about Americans' use of water from the graph on page 24?	2	Interpret	RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text
					What can you tell about China from the bar graph on page 26?	2	Interpret	RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text
					What concepts do the photographs on page 25 help illustrate?	2	Interpret	RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text
					What does the term *wetland* mean? Use evidence from the text to support your answer.	2	Use Context Clues	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

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		Letter	Number	Lexile				
8	Mondo and Gordo Weather the Storm	L	24	560L	What is the theme of Mondo and Gordo's science fair?	2	Infer	RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
					What does the word *hyperspeed* mean?	1	Define	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
					What do Gordo and Mondo do when hail suddenly falls from the sky?	1	Report	RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.
					What is a wind gauge?	1	Define	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
					What information do Gordo and Mondo record while they're in the cave?	1	Identify	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Why doesn't Planet #63,749 have many people?	2	Infer	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How do Gordo and Mondo help Halie?	2	Infer	RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.
					How do Mondo and Gordo feel about winning first prize?	2	Infer	RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.
9	Cesar Chavez	L	24	690L	What words on page 5 help you understand the meaning of the term *migrant workers* on page 2?	2	Use Context Clues	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					How was Cesar Chavez's life work connected to his childhood?	2	Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What rights did Cesar Chavez want for migrant workers?	1	Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Why were the strike and boycott that Cesar Chavez organized a success?	4	Analyze	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Why did thousands of people honor Cesar Chavez at his funeral?	2	Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Look at page 16. What is the meaning of the word *dedication?*	1	Define	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					After his funeral, how did Americans honor Cesar Chavez?	1	Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 3 Standard(s)
		Letter	Number	Lexile				
9	The Northeast	Q	40	690L	What event in Pennsylvania caused the beginning of the modern oil industry?	1	Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What graphic features does the author use in Chapter 1 to help the reader better understand the severe winter weather of the Northeast?	2	Interpret	RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text
					What key detail explains the reason why the Appalachian Mountains have eroded?	1	Identify	RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
					What primary source in Chapter 1 helps the reader understand the massive size of the Great Lakes?	1	Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What context clues help the reader understand the meaning of the word *arched* on page 12?	2	Use Context Clues	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					What was the Iroquois Confederacy?	1	Identify	RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
					What event in Boston led to the American Revolution?	1	Identify	RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
					What key details from the text tell what was similar about most immigrants that came to the Northeast beginning in the 1840s?	3	Compare	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					In what two ways were the Pilgrims and immigrants to America in the 1840s similar?	3	Compare	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What context clues help the reader understand the meaning of the word *tourists* on page 23?	2	Use Context Clues	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					What was the effect of an increase in factory work in the 1800s?	4	Analyze, Cause/Effect	RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
					Using the time line on pages 28–29, which event happened first: the Battle of Gettysburg or winning independence from Britain?	2	Interpret	RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 3 Standard(s)
		Letter	Number	Lexile				
9	Money	M	24	710L	Look at page 3. What is the meaning of the word *donate?*	1	Define	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					Look at page 7. What words help you understand the meaning of *wampum?*	2	Use Context Clues	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					Look at page 12. How is all the paper money similar?	3	Compare	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How does the government in the United States try to stop counterfeiters?	1	Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Look at page 17. What two pieces of information identify a quarter?	1	Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
9	Organic Farming	R	40	740L	After reading "The Issue: Meet Laurie Sykes, Organic Farmer," what is organic farming? Use text evidence to support your answer.	1	Define	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					What can you infer about the size of organic farms from reading "The Issue: Meet Laurie Sykes, Organic Farmer"?	2	Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					If organic farmer Laurie Sykes buys more acres to expand her farm, how will she be different from conventional farmers?	2	Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					According to the letter from John K. Mantilla of the Organic Farming Association, how is organic farming beneficial to people?	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What evidence does John K. Mantilla of the Organic Farming Association give to show that organic farming is safer for the environment than conventional farming?	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					According to writer Maurice Matthison, how has organic farming helped poor people in areas with little rain?	1	Report	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Why was the article on Laurie Sykes lacking true "human interest"?	2	Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What evidence did Elijah Hamilton give for saying that the article on Laurie Sykes was biased?	1	Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What do conventional farmers, like Jason Hinds, say will happen if pesticides are no longer used?	1	Report	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					According to Mega Mart's Vice President, how would reliance on organic farms weaken Mega Mart's community efforts?	1	Report	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How does Jason Hines' argument for carefully using pesticides seem a reasonable compromise on the issue of organic versus inorganic farming?	3	Critique	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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		Letter	Number	Lexile				
9	Ben Franklin, Apprentice Printer; The Education of Abigail Adams	R	40	740L	What details in the first paragraph of page 7 tell the reader that the story takes place during colonial times?	1	Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How would a reader summarize Josiah Franklin's feelings about his son Ben continuing to go to school?	2	Summarize	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
					What details in the last paragraph on page 8 show that Ben is "bookish"?	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Why was James Franklin angry when he found out Ben was "Silence Dogood"?	2	Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How would a reader summarize Ben's reaction to being punished and the choices he made as a result?	2	Summarize	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What does term *renown* mean in the final paragraph of page 12? What words or phrases help you to define the term.	2	Use Context Clues	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					What can the reader infer about Abigail from the illustration on page 14?	2	Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How would a reader summarize the reason for Abigail's feelings at the beginning of the story?	2	Summarize	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What inference can the reader make about Abigail's attitude about the household tasks that girls were taught?	2	Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What does the second paragraph on page 16 tell a reader about the way in which Abigail is different from other young women at that time?	1	Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What can the reader infer from Johnny's words to Abigail in second paragraph on page 18?	2	Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How would a reader summarize Johnny's advice to Abigail to make her feel better?	2	Summarize	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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		Letter	Number	Lexile				
9	From Mexico and Slovakia	R	40	840L	How did Gabby feel when she first learned her family was moving to New York? How can you tell?	2	Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What does Gabby think of New York when she first arrives? Use text evidence to support your answer.	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					On page 6, what are three things you learn about Gabby as an adult in the section titled "Hastings-on-Hudson, NY, 2013"?	1	Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What is the main idea of the section titled "Mexico City, Mexico, 1977-1989" on pages 7–11? Use key details to support your answer.	2	Infer, Cite Evidence	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
					What text evidence on page 12 supports the inference that Gabby was probably lonely when she first moved to New York?	3	Cite Evidence, Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					On page 14, what does the term *scripted* mean? What context clues help you know the meaning of the term?	2	Use Context Clues	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					What major idea about immigration is presented through the reactions that Gabby and Katarina have when they learn they are moving to America? Find text evidence to support your answer.	4	Analyze, Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What context clues help you know what the term *sacrifices* means on page 18?	2	Use Context Clues	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					Summarize the main reasons why Katarina's father went to America.	2	Summarize	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What text evidence shows that school was scary at first for Katarina?	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What is the main idea of the section titled "Yonkers, NY, 2013" on page 22? What key details support the main idea?	3	Cite Evidence, Infer	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

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		Letter	Number	Lexile		
9	Gold Rush!	R	40	870L	What text evidence from page 2 lets the reader know that people were excited about gold being discovered in California?	3
					What is the main idea in the second paragraph of page 3?	2
					Which of the following events happened first: Lincoln delivers the Gettysburg Address, the Civil War begins, or Victoria Woodhull becomes the first woman candidate for president?	2
					What is the meaning of *ethnic groups* as it is used on page 14?	1
					Why did the author include an advertisement for life insurance in the text?	3
					Why was Pikes Peak a good marker for miners to use on their way to the gold fields?	1
					Why were outfitters important to the success of a gold rush?	2
					What is the main idea on page 21?	2
					What major event in Unites States history occurred during the Comstock strike?	1
					What is the meaning of *analyzed* as it is used on page 21?	1
					Why were the stairs in the photograph on page 28 called the Golden Stairs?	2

DOK Verb(s)	Grade 3 Standard(s)
Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Infer	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
Organize	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Define	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
Critique	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Infer	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Define	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
Interpret	RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text

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		Letter	Number	Lexile				
10	Bridges: Forces and Motion on Earth	R	40	870L	What detail supports the main idea that friction is a *push* force rather than a *pull* force?	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What happens when friction between two objects is reduced?	4	Apply Concepts	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How does air affect bike riders?	2	Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How are magnets and magnetism related?	2	Relate	RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
					How do the diagrams on page 14 support the idea that Earth is a huge magnet?	4	Synthesize, Interpret	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text
					What text evidence gives details that support the main idea that compasses work because of Earth's magnetism?	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Look at the illustration on page 19. The greater pull of gravity from what object is causing the pencil to fall?	4	Apply Concepts, Interpret	RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text
					Explain what a scale measures.	1	Explain	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					Find details in the text to support the main idea that gravity makes objects fall at the same speed as long as no other forces affect the objects.	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					In a game of tug-of-war, what happens when the same amount of force is applied by both teams in opposite directions?	4	Apply Concepts	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How does the photograph on page 27 help you understand that different forces act on the same object?	2	Interpret	RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text
					Why is the direction of forces important when moving an object?	2	Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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		Letter	Number	Lexile				
10	Bridges: Forces and Motion in Sports	Q	40	570L	Where do the forces involved in basketball start from?	2	Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What is the relationship between friction and air resistance?	2	Relate	RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
					Explain how the author supports the idea that friction slows objects down until they stop.	3	Critique	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What context clues help you understand the meaning of the term *slope* on page 13?	2	Use Context Clues	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					What is the difference between friction in skateboarding and friction in snowboarding?	4	Apply Concepts, Differentiate	RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
					Which text evidence explains why you need to hit a tennis ball at the highest point of its bounce?	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Which text evidence supports the idea that size is not the only determining factor on how easy it is to tackle a football player?	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What context clues help to determine the meaning of the term *fumble* on page 20?	2	Use Context Clues	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					Why doesn't a basketball that is thrown too hard fall into the basket?	2	Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Why do hockey players tape their hockey sticks?	2	Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Which text evidence supports the inference that it takes more force to walk a mile in water than it does to walk a mile on land?	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How does the author use the example of rowing in Chapter 4?	4	Critique	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 3 Standard(s)
		Letter	Number	Lexile				
10	Bridges: Isaac Newton and His Laws of Motion	R	40	580L	What text structure does the author use on page 4 of Chapter 1?	1	Identify	RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently.
					What text evidence supports the inference that Isaac Newton enjoyed school and wanted to do well?	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What steps did Newton take to understand gravity?	1	List	RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
					What text evidence supports the inference that Isaac Newton was a well-respected man?	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How do the images on pages 10, 11, and 12 help the reader understand the text?	2	Interpret	RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text
					What key detail shows that Newton was influenced by the work of Galileo Galilei?	1	Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What context clues help the reader understand the meaning of the word *particles* on page 10?	2	Use Context Clues	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					What key detail on page 13 allows the reader to answer the question on the page: "Which ball will stop its motion first?"?	2	Infer, Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How are Newton's first and second laws different?	3	Differentiate	RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
					What context clues help the reader understand the meaning of the word *related* on page 18?	2	Use Context Clues	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					What text evidence supports the inference that engineers study Newton's laws?	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Which feature in the Conclusion helps the reader learn about events in Newton's life that were not described in Chapter 1?	1	Identify	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text

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Benchmark Advance Grade 3
Small Group Text Evidence Question Cards Correlations

Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 3 Standard(s)
		Letter	Number	Lexile				
10	Our "Current" World	P	38	770L	How does the photograph on page 4 relate to the text?	2	Interpret	RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text
					How are batteries and power plants the same? How are they different?	3	Compare, Differentiate	RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
					How does the *It's a Fact!* feature on page 6 help you understand the connection between water, dams, and electricity?	2	Infer	RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently.
					Which evidence on page 7 supports the main idea that power lines can carry currents to where they are needed?	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What does the chart on page 10 help you understand about the amount of electricity used by a clothes dryer and a clock?	2	Interpret	RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text
					Which text evidence helps you conclude that page 11 is mainly about the history of electric light?	3	Cite Evidence	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
					How does the author use contrast on page 12 to show how work has changed over time?	4	Critique	RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text
					How does the photograph on page 14 relate to the text?	2	Interpret	RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text
					What does the word *telegraph* mean? Use text evidence to support your answer.	2	Use Context Clues	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					What text evidence supports the main idea that electricity has changed the way people travel and communicate?	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Why do we need to find new ways to produce electricity? Use text evidence to support your answer.	4	Analyze, Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What concept does the photograph on page 21 help illustrate?	2	Interpret	RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text

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Benchmark Advance Grade 3
Small Group Text Evidence Question Cards Correlations

Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 3 Standard(s)
		Letter	Number	Lexile				
10	From Axes to Zippers: Simple Machines	N	30	820L	Which text evidence supports the idea that most people use simple machines on a daily basis?	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How do the photographs on page 4 relate to the text?	2	Interpret	RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text
					Based on the information on page 5, what can you tell about the relationship between the steepness of an incline and how difficult it is to move an object up it? Use text evidence to support your answer.	3	Cite Evidence, Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What does the term *threads* mean in this text? Use text evidence to support your answer.	2	Use Context Clues	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					What does the photograph on page 11 demonstrate?	2	Interpret	RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text
					What text evidence supports the idea that the human body is an example of a simple machine?	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What does the term *fixed* mean in this text? Use text evidence to support your answer.	2	Use Context Clues	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					How does the *It's A Fact!* feature on page 15 help you understand how pulleys make work easier for people?	3	Critique	RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently.
					How does the photograph on page 19 support your understanding of the terms *wider* and *narrow*?	2	Interpret, Define	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text
					Based on the information on page 19, would it be easier to use a screwdriver with a wide handle or a narrow handle? Why?	2	Infer, Explain	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What concept does the photograph on page 20 help illustrate?	2	Interpret	RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text
					What text evidence supports the conclusion that compound machines make life easier?	3	Cite Evidence	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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Benchmark Advance Grade 3
Small Group Text Evidence Question Cards Correlations

Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 3 Standard(s)
		Letter	Number	Lexile				
10	Gravity	M	28	750L	What makes gravity a force?	1	Define	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					What two factors affect how strong gravity is?	1	List	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					Why are people pulled most strongly toward Earth?	2	Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What is the universe?	1	Define	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					How does Earth's gravity affect the moon?	1	Explain	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What is the meaning of the word *float* on page 16?	2	Use Context Clues	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					Why do astronauts use wet towels in space?	2	Infer	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How is gravity helping the children on page 19 have fun?	1	Explain	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
10	Pete Discovers Gravity	M	28	500L	How does Pete first encounter gravity in the story?	1	Describe	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What does the word *dart* mean on page 4?	2	Use Context Clues	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					What is the meaning of the phrase *died down* on page 5?	2	Use Context Clues	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
					What are two factors that affect how strong gravity is?	1	Identify, List	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How does the moon's gravity affect Earth?	3	Explain Phenomena in Terms of Concepts	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What effect does the sun's gravity have on Earth?	3	Explain Phenomena in Terms of Concepts	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					What object applies the most gravity to people? Why?	2	Infer, Explain	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
					How do we know that Pete is having a dream in the story?	3	Cite Evidence	RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.

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Benchmark Advance Grade 4
Whole Group Text Evidence Questions Correlations

Unit	Week	TRS* Page	Text Evidence Question	DOK Level
1	2	50	Reread "Solving Problems." What are two types of situations in which the federal government works with state and local governments?	3
1	2	51	Reread paragraphs 1–3 of "The State Government and Its Citizens," and review the photographs and captions on pages 13 and 16. What are two factors that contribute to different states having different needs?	3
1	2	56	Look at the photographs and captions on page 18. Which section of the text does each photograph relate to? How do those photographs add to your understanding of the text?	2
1	2	57	Look at the photographs and captions at the bottom of pages 14–15. Which branch of government is shown in each photograph? How do these photographs add to your understanding of the text?	2
1	2	62	One of the roles of government—federal, state, or local—is to work with other levels of government to help citizens. Reread both "Solving Problems" and "The State Government and Its Citizens," and find as many examples as you can of this cooperation. Decide how the examples are similar and different.	3
1	2	63	State governments have many roles including: (1) providing services, (2) supporting citizens during natural disasters, and (3) helping the state economy. Reread both texts and find at least one example of each of these three functions.	4
1	3	82	Reread paragraphs 20–27. According to Ms. Morengo, why is Stanley allowed to leave the work camp?	3
1	3	83	Reread paragraphs 11–17. According to Ms. Morengo, why can't the Warden force Stanley to open his suitcase?	3
1	3	88	Reread paragraphs 33–39. Does the Warden know that Zero's file is missing before Mr. Pendanski says it's misplaced?	2
1	3	88	Reread paragraphs 21–28. When Stanley says he can't leave Zero, his friend says, "I'll be okay." Based on other details in the text, does Zero believe that?	2
1	3	94	The detention center to which Stanley was sent is run by the state. What part of the United States Constitution gives states the right to operate their own prisons and detention centers? Reread page 12 of "The State Government and Its People" to find evidence to support your answer.	3

*Teacher's Resource System (TRS)

DOK Verb	Grade 4 Standard
Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Interpret	RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
Interpret	RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
Cite Evidence, Compare, Differentiate	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
Cite Evidence, Connect	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
Cite Evidence	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Cite Evidence	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Infer, Cite Evidence	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Infer, Cite Evidence	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Cite Evidence	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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Benchmark Advance Grade 4
Whole Group Text Evidence Questions Correlations

Unit	Week	TRS* Page	Text Evidence Question	DOK Level
1	3	95	In paragraph 1 of “Stanley’s Release,” the Attorney General, “the chief law enforcement officer for state,” comes to the detention center to secure Stanley’s release. Which branch of the state government does the attorney general represent? Reread paragraphs 6–9 in “The State Government and Its People” to find evidence to support your answer.	3
2	2	148	Reread paragraphs 1–6 to learn about Tinker Bell and Peter. Compare and contrast the two characters.	3
2	2	149	Reread paragraphs 30–43. Compare and contrast the characters Peter and Wendy.	3
2	2	154	Reread paragraphs 1–4. Then look at the graphic features below paragraph 4. How do the illustration and photograph support and/or expand on the description of Tinker Bell and Peter arriving in Wendy’s bedroom?	4
2	2	155	Reread paragraphs 6–14. Then look at the illustration below paragraph 15. How does the illustration support and/or expand on the description of Peter and Wendy’s first meeting?	4
2	2	160	Both the gnat in “The Gnat and the Lion” and Peter in “Come Away, Come Away!” are proud toward the end of each story. How is Peter's reaction to his success similar to and/or different from the gnat's reaction to his success?	3
2	2	161	Both the lion in “The Gnat and the Lion” (paragraphs 1–3) and Wendy in “Come Away, Come Away!” (paragraphs 40–43) react strongly to the prideful actions of others. How is Wendy’s reaction to Peter similar to and/or different from the lion’s reaction to the gnat?	3
2	3	180	This selection includes photographs and illustrations of various versions of the Wizard of Oz: an illustration from the original book, a scene from the movie, and illustrations for this excerpt. Which one do you think does best job of conveying the description of the Scarecrow in paragraphs 2–4 and why?	3
2	3	186	Most fairy tales share certain features. They include characters with magical powers. The main character is often on a quest. There is usually an evil character. Based on the excerpt “How Dorothy Saved the Scarecrow,” how is “The Wizard of Oz” similar to and different from a fairy tale?	3

*Teacher’s Resource System (TRS)

DOK Verb	Grade 4 Standard
Cite Evidence	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Compare, Differentiate	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
Compare, Differentiate	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
Connect	RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
Connect	RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
Compare, Differentiate	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text RL.4.9 Compare and contrast the treatment of similar themes and topics in stories, myths, and traditional literature from different cultures.
Compare, Differentiate	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text RL.4.9 Compare and contrast the treatment of similar themes and topics in stories, myths, and traditional literature from different cultures.
Critique, Cite Evidence, Draw Conclusions	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
Compare, Differentiate	RL.4.9 Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

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Benchmark Advance Grade 4
Whole Group Text Evidence Questions Correlations

Unit	Week	TRS* Page	Text Evidence Question	DOK Level
2	3	192	In both “Come Away, Come Away!” and “How Dorothy Saved the Scarecrow,” characters help other characters. How are the characters’ actions in the two texts similar? How are they different?	3
3	2	50	Reread “The Chipmunk” on pages 14–15 (paragraphs 6, 8, and 9). Explain how Burroughs uses descriptive language to make the chipmunk seem more like a character in a story and less like the subject of a scientific essay. How does this description add to your understanding of the text?	4
3	2	56	Reread the paragraphs 6 and 13 of “The Chipmunk.” Explain what Burroughs means when he says, “ . . . spring is at hand” and “Going and coming, his motions were like clockwork.”	2
3	2	62	In the introduction to “A Bird’s Free Lunch,” we learn that Burroughs helped start the conservation movement. The goal of the conservation movement is to protect plants and animals. How do “A Bird’s Free Lunch” and “Being in and Seeing Nature . . .” help you to understand Burroughs’s appreciation of nature?	4
3	3	82	Reread lines 17–23 and compare Frost’s description of the tree to the photo on page 23. Which one gives you a fuller experience of seeing a birch tree in winter?	3
3	3	88	Reread Paul Laurence Dunbar’s poem “In Summer,” looking for examples of personification. Consider how Dunbar uses personification to express his theme. What message does he want to convey to readers?	3
3	3	94	Reread paragraphs 8–12 of “The Shimerdas” and lines 1–20 of “In Summer.” Compare and contrast the language used in the poem and the fiction excerpt.	3
4	2	148	Reread paragraphs 5–7. What inference can you draw about how the Master and Mistress feel about Lad from the details given? Do they feel the same about him as they do about their other dogs?	2
4	2	154	Reread paragraphs 10–20 to determine the advantages and disadvantages of the third person point of view used in “Quiet!”.	3

*Teacher’s Resource System (TRS)

DOK Verb	Grade 4 Standard
Compare, Differentiate	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text RL.4.9 Compare and contrast the treatment of similar themes and topics in stories, myths, and traditional literature from different cultures.
Analyze, Cite Evidence	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
Use Context Clues	RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.
Connect, Synthesize	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
Compare, Critique	RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. RI.4.9 Identify basic similarities in and differences between two texts on the same topic
Assess	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
Compare, Differentiate	RL.4.9 Compare and contrast the treatment of similar themes and topics in stories, myths, and traditional literature from different cultures.
Infer, Cite Evidence	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Compare, Differentiate	RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

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Benchmark Advance Grade 4
Whole Group Text Evidence Questions Correlations

Unit	Week	TRS* Page	Text Evidence Question	DOK Level
4	2	160	Reread paragraphs 1–2 from “Here, Boy” and paragraphs 1–3 of “Quiet!”. How are the narrative points of view in each text different? Identify at least three differences and provide examples of each.	3
4	3	180	Reread paragraphs 5 and 6 of “My Breaking In.” The author wanted people to reconsider the way they treated animals. How does telling the story from Black Beauty’s point of view help her communicate this idea?	3
4	3	186	Reread paragraphs 2, 6, 7, and 11–13. What can the reader infer about Black Beauty’s master?	2
4	3	192	Which animal—Black Beauty or Lad—do you think feels more content about his relationship with his master? What evidence supports your judgment?	2
5	2	50	Reread the sidebar “Solar Cars” on page 15. Why do you think the author addressed this solution only in a sidebar?	4
5	2	56	Based on your reading of the section “Public Transportation,” what factors make a public transportation system successful? Support your conclusions with evidence from the section.	3
5	2	62	How do economic factors affect people’s use of green solutions? Use examples from “Town Tackles Energy Debate” and “Green Transportation Solutions” in your response.	4
5	3	82	In “Green Transportation Solutions,” which opinion writer states an opinion that cannot be supported with solutions available today?	4
5	3	88	Reread “No Single Solution Can Solve a Big Problem.” How is this text similar to and different from the other three opinions?	3

*Teacher’s Resource System (TRS)

DOK Verb	Grade 4 Standard
Differentiate, Cite Evidence	RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
Assess	RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
Infer, Cite Evidence	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Infer, Cite Evidence	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Analyze	RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
Draw Conclusions, Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
Connect, Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
Critique	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
Compare, Differentiate	RI.4.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text. RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

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Benchmark Advance Grade 4
Whole Group Text Evidence Questions Correlations

Unit	Week	TRS* Page	Text Evidence Question	DOK Level
5	3	94	In the letter “Too Many Statistics, Too Few Facts” on page 9, the writer Rosaria Cruz asks questions about the claims that are made supporting the solar power and natural gas power plants. What questions and information might Rosaria want to know from the writers of “Opinions About Green Transportation?”	4
6	2	148	Reread paragraphs 1–5. How are the genre features of a fairy tale exemplified in “Molly Whuppie”? Identify specific examples in the text.	3
6	2	154	Reread paragraphs 1–2 and 21–23. Based on Molly’s interactions with the giant’s wife, do you think she is a “good” character? Why, or why not? Use text evidence to support your judgment.	3
6	2	160	“The Valiant Little Tailor” and “Molly Whuppie” share a common theme. What is it? How is it exemplified in each text?	3
6	3	180	What inferences can readers draw from the description of Atlas’s actions in paragraph 12?	2
6	3	186	Reread paragraphs 25–26. What is Hawthorne’s point of view about Atlas, and his being left holding the sky in the end? How do you know?	4
6	3	192	How are the themes similar in “Hercules’ Quest” and “The Valiant Little Tailor”? How are the themes developed in the sequences of events of both stories?	3
7	2	50	In paragraph 7, the author writes that Judah convinced Abraham Lincoln to sign the Pacific Railroad Act. Referring to the text, determine what factors Judah might have mentioned to convince him that the transcontinental railroad would be a big benefit to the American people?	3

*Teacher’s Resource System (TRS)

DOK Verb	Grade 4 Standard
Connect, Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
Assess, Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Critique, Cite Evidence	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
Compare, Cite Evidence	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. RL.4.9 Compare and contrast the treatment of similar themes and topics in stories, myths, and traditional literature from different cultures.
Infer, Cite Evidence	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Analyze, Prove	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
Compare, Cite Evidence	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. RL.4.9 Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.
Cite Evidence, Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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Benchmark Advance Grade 4
Whole Group Text Evidence Questions Correlations

Unit	Week	TRS* Page	Text Evidence Question	DOK Level
7	2	56	Look at the graphic features on pages 14–16 and 18–19. Theodore Judah said, “A great Railroad . . . connecting the Atlantic with the Pacific Ocean . . . is the most magnificent project ever [imagined].” And yet, the transcontinental railroad was completed seven years early. What factors contributed to this massive project being able to be built so quickly?	4
7	2	62	Compare and contrast the factors that led to the development of Route 66 and the transcontinental railroad.	3
7	3	82	Reread paragraphs 7–10. How did emigrants adapt to the challenges on the Oregon Trail?	3
7	3	88	Look at the photographs below paragraphs 8 and 15. In paragraph 6, Whitman describes the landscape she was seeing for the first time as “different from New York . . . ’rolling sand bluffs, mostly barren . . .‘ “ How do the photos support and/or expand on that description?	4
7	3	94	What social and technological factors led to the rise and fall of the Oregon Trail and Route 66?	4
8	2	148	Reread paragraph 6. Analyze the cause and effect text structure to understand what role heat and pressure play in a volcanic eruption.	2
8	2	154	Reread paragraph 12. Why did the author include this historical information about Pompeii in a scientific text about volcanoes? How does this paragraph change your thinking about volcanoes?	3

*Teacher’s Resource System (TRS)

DOK Verb	Grade 4 Standard
Synthesize, Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
Compare, Differentiate, Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Analyze	RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
Analyze, Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
Cause/Effect	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI.4.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.
Assess	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.

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Whole Group Text Evidence Questions Correlations

Unit	Week	TRS* Page	Text Evidence Question	DOK Level
8	2	160	Consider how earthquakes and volcanoes are related processes and why they happen. Why will they continue to occur on our planet? Use facts and details from both “Earthquakes” and “Volcanoes” to draw your conclusion.	3
8	3	180	Reread Pliny’s description of the sky in paragraph 11 and examine the painting below the text. How is the text description similar to and different from the visual representation? How are the experiences of reading and viewing the eruption different?	3
8	3	186	Reread paragraphs 10 and 11. What is Pliny’s reaction to the eruption? How is his reaction similar to and different from that of the people around him? Based on these reactions, what can you infer about people’s understanding of Earth’s natural processes during Pliny’s time?	2
8	3	192	You have read about the eruption of Mt. Vesuvius in “Volcanoes” and “Mount Vesuvius, 79 CE.” Compare and contrast the information provided in each text. Use your comparisons and contrasts to draw conclusions about the value of each type of source in building your knowledge about how Earth’s natural processes impact our lives.	3
9	2	50	Reread paragraph 6. What were three effects of the depression in California in the 1870s?	3
9	2	56	Reread paragraph 13. What two examples does the author give that support the idea that oil was discovered at just the right moment?	3
9	2	62	Reread paragraphs 7–10 of “Natural Resources and Workers” and the poems in “César: ¡Si, Se Puede! Yes, We Can!” According to these two texts, what issues did migrant workers face?	4
9	3	82	Reread “Fields of Flashing Light” to find examples of poetic language in the poem. How does this language establish the setting in very few words?	4
9	3	88	Reread “Dust and Rain” and think about what its theme, or message, might be.	3

*Teacher’s Resource System (TRS)

DOK Verb	Grade 4 Standard
Draw Conclusions, Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
Compare, Differentiate	RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
Infer, Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Compare, Differentiate, Cite Evidence, Draw Conclusions	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Connect, Synthesize	RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
Analyze, Cite Evidence	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
Hypothesize	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

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Whole Group Text Evidence Questions Correlations

Unit	Week	TRS* Page	Text Evidence Question	DOK Level
9	3	94	Reread “Green Gold” from “César: ¡Sí, Se Puede! Yes, We Can!” and lines 51–69 of “Out of the Dust” and Compare and contrast the poems, including their structures, themes, settings, and language.	3
10	2	148	Reread page 12 of “The Power of Electricity.” Analyze the evidence in the pie chart. Explain how the pie chart supports the key idea that Americans are extremely dependent on electricity.	4
10	2	154	Reread paragraphs 18-20 of “The Power of Electricity.” In this section, does the author present information objectively or subjectively? What key phrases let you know?	3
10	2	160	Reread paragraphs 1-4 in “Power Restored in India,” and paragraph 14-16 of “The Power of Electricity.” Based on the evidence in these sections, what conclusions can you draw about people’s energy consumption?	3
10	3	180	Reread paragraph 6 and the quotes by Tesla. What can readers infer about Tesla from these sections?	2
10	3	186	Reread paragraphs 9–13. What actions by Tesla and Edison demonstrated the extreme nature of their competition?	3
10	3	192	After reading "Nikola Tesla, Electrifying Inventor" and "Benjamin Franklin: The Dawn of Electrical Technology," who do you think was a greater scientist: Nikola Tesla or Benjamin Franklin? Support your opinion using facts, anecdotes, and quotations from the text.	4

*Teacher’s Resource System (TRS)

DOK Verb	Grade 4 Standard
Compare, Differentiate	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text. RL.4.9 Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.
Analyze, Synthesize	RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
Critique, Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.4.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text. RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
Draw Conclusions, Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Infer, Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Critique, Prove	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

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Small Group Text Evidence Question Cards Correlations

Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 4 Standard(s)
		Letter	Number	Lexile				
1	Hats off to the President: A White House Mystery	P	38	610L	Where and when does the story take place? What text evidence describes why this isn't an ordinary house?	3	Identify, Cite Evidence	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					Why does Daisy's mother have a mischievous smile on her face when she says, "Turtle soup?"	2	Infer	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					Why is there tension between Daisy's mother and Pierre?	2	Infer	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
					What can readers infer about why Quentin and his friends are called "The White House Gang?"	2	Infer	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
					What clues help readers figure out the meaning of the phrase *you had to wring his personality out of your clothes* when referring to President Roosevelt?	2	Use Context Clues	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology
					What does the boys' body language tell you when they are asked about the hat?	2	Infer	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What clues help readers figure out the meaning of the term *slouch hat*?	2	Use Context Clues	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology
					Why does Daisy question Pierre about the president's hat?	2	Infer	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					Why does Daisy begin to suspect Daniel of taking the hat?	2	Infer	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What is the meaning of the term *evidence* on page 18, and what context clues help readers to determine its meaning?	2	Use Context Clues	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology
					How does Daniel feel when Daisy confronts him with the evidence? What clues help you figure out how he feels?	2	Infer	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 4 Standard(s)
		Letter	Number	Lexile				
1	George Washington, Abraham Lincoln	N	38	700L	How does the illustration on page 3 help the reader understand the text on page 2?	2	Interpret	RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
					According to the timeline on page 4, how many years did Washington live after he was president?	2	Interpret	RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
					Using text evidence, why is Washington called the "Father of Our Country"?	1	Identify	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What context clues help you understand the meaning of the term *colony* on page 8?	2	Use Context Clues	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
					What text evidence explains why the colonists went to war against the British?	3	Cite Evidence	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					Which details on page 11 support the main idea that a president chosen by the people could be a good leader?	3	Cite Evidence	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
					What did Abraham do after he helped his father clear land in Illinois?	1	Identify	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What context clues help to determine the meaning of the term *overcharged* on page 16?	2	Use Context Clues	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
					What additional information do we find out about Lincoln from the text feature on page 17?	3	Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What caused the Southern states to separate from the Union?	4	Analyze	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What was the Emancipation Proclamation?	1	Identify	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					On April 14, 1865, Lincoln was shot, and a train took his body back to Illinois. What did the people do next?	1	Identify	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 4 Standard(s)
		Letter	Number	Lexile				
1	Opinions About Workers' Rights	S	44	760L	What kind of shift in the workplace took place during the Industrial Revolution?	4	Analyze	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What details support the idea that American workers needed protection?	3	Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					Who were strikebreakers, and what can you infer about what happened when they came to factories and mines?	2	Infer	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					What does the term *immigrant* mean? What text clues help the reader understand that Joseph and his family were immigrants?	2	Use Context Clues	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
					After reading page 8, what can you infer about why detectives were brought to the mines?	2	Infer	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					What can you infer from Pa's saying, "After this night, any man who doesn't strike isn't a man at all?"	2	Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What evidence supports Pa's claim that workers should be paid for all of the work they do?	3	Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What details support the main idea of what unions wanted to achieve for workers?	3	Cite Evidence	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
					What evidence supports the claim that Pa was wrong to strike?	3	Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What evidence does the writer give to support the claim that Pa put his family in danger?	3	Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What details confirm that miners took great risks and many sacrifices to form a union?	3	Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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Small Group Text Evidence Question Cards Correlations

Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 4 Standard(s)
		Letter	Number	Lexile				
1	Colonial Times	Q	40	770L	What text evidence supports the inference that the Pilgrims were not allowed to practice their religion in England?	3	Cite Evidence, Infer	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					Based on the table on page 3, what were the next three colonies to be settled after the first colony was founded in Virginia in 1607?	2	Interpret	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					Based on information in Chapter 2, what book might the colonial woman on page 4 have been reading?	2	Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					How do the key details in Chapter 2 support the idea that the keeping room was an important part of the home?	3	Critique	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What do the images on pages 7 and 9 suggest about the roles of men and women in growing crops and making cloth?	2	Interpret	RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
					Why did most children in colonial times attend school for fewer years than they do now?	2	Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What context clues help the reader understand the meaning of the word *dunce* on page 13?	2	Use Context Clues	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
					On page 16, the author says that the cooper was an important worker in town. What evidence does the author use to support this statement?	3	Cite Evidence	RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
					How was the work of a blacksmith and silversmith similar? How was it different?	3	Compare	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					What graphic evidence explains why the hoops that children played with would be found in a cooper's shop?	2	Interpret	RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
					What text and graphic clues help the reader understand the meaning of *minuet* on page 25?	2	Use Context Clues	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
					How were the toys and games children played with during colonial times similar to each other?	3	Compare	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 4 Standard(s)
		Letter	Number	Lexile				
1	After the Earthquake	R	40	810L	What information is provided on the map on pages 4 and 5 that is not given in the text?	2	Interpret	RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
					After reading the caption on page 7, what text evidence supports the idea that earthquakes have far-reaching effects?	1	Identify	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What context clues help determine the meaning of the word *purify* on page 13?	2	Use Context Clues	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
					Why is it often difficult for rescue workers to get to places that need aid following an earthquake?	2	Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					After reading pages 14 and 15, what can readers infer about the chances of finding survivors after four days?	2	Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What happened after Valdez, Alaska, was destroyed by an earthquake? Why?	1	Identify	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					What key details explain the reasons why San Francisco was rebuilt in the same location many times?	3	Cite Evidence	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
					What details describe the damage caused by the Great San Francisco Earthquake of 1906?	3	Cite Evidence, Cause/Effect	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
					What procedure do scientists follow to test how well a building will survive an earthquake?	1	Identify	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					What chain of events followed the 8.3 earthquake that hit the Fairweather Fault in Alaska?	1	Cause/Effect	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					A series of earthquakes in Missouri in 1811–1812 caused multiple effects. What were these effects?	1	Cause/Effect	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					What precautions should you take if you smell gas or hear a hissing sound in your house after an earthquake?	1	Identify	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 4 Standard(s)
		Letter	Number	Lexile				
1	My Trip to Historic Boston	S	44	840L	After reading page 2, what can the reader infer about how Mack feels about going to Boston?	2	Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What key details on page 4 summarize the reasons why the colonists wrote the Declaration of Independence?	2	Summarize, Identify	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
					What was the sequence of events that happened in the American colonies on pages 4 and 5?	1	Identify	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					How did Mack feel about some of the reasons why people were put in the pillory?	2	Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					How were the minutemen and redcoats alike? How were they different?	3	Compare	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					Why did some of the patriots dump crates of tea into Boston Harbor?	2	Infer	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					After reading page 14, what can the reader infer about how Mack felt about the woman who led his group around Old North Church, compared to his last guide?	2	Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What do you think the expression "Don't fire until you see the whites of their eyes" means on page 17?	1	Define	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
					What is the meaning of the term *skirmish* on page 19? What text clues help the reader understand its meaning?	2	Use Context Clues	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
					What does term *retreat* mean on page 20? What text clues help the reader understand the meaning of *retreat?*	2	Use Context Clues	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

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Small Group Text Evidence Question Cards Correlations

Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 4 Standard(s)
		Letter	Number	Lexile				
2	Treasure Island: My Sea Adventure	Q	40	710L	Based on the title and cover illustration, what do you think the story is about?	2	Interpret, Infer	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What can you learn about the story by studying the map on page 5?	2	Interpret	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What does *dock* mean on page 7? What clues help the reader understand the word?	2	Use Context Clues	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology
					On page 8, Jim Hawkins says, "We had time; too much time." What does Jim mean by this? Use text evidence to support your answer.	2	Use Context Clues	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology
					What details support the idea that Israel Hands intends to harm Jim?	3	Cite Evidence	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					Reread the second paragraph on page 13. What does the term *heat* mean in this context? What clues help the reader define the term?	2	Use Context Clues	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology
					What kind of sailor is Jim? Use text evidence to support your answer.	1	Describe	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
					What happens on pages 16–17 after Jim brings the ship into shore?	1	Identify	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What does the writer mean when Jim describes himself as "a fleeing sheep before this butcher" on page 18?	2	Infer, Define	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology
					Why might it be to Jim's advantage to "spin out the chase awhile"? Use text evidence to support your inference.	3	Cite Evidence, Infer	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What details support the idea that Jim enjoys turning the tables on Israel Hands?	3	Cite Evidence	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					Summarize the final events of "My Sea Adventure" in four sentences or less.	2	Summarize	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

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Small Group Text Evidence Question Cards Correlations

Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 4 Standard(s)
		Letter	Number	Lexile				
2	The Black Stallion	R	40	710L	What does the photograph of Walter Farley and the text tell you about the author and his books?	2	Infer, Interpret	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What does the description of Alec's trip to the stall of the Black (pages 5–6) tell you about Alec?	2	Infer	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
					What can you infer about the Black from the description on page 6?	2	Infer	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
					Based on its use on page 9, what do you think the term *subside* means?	1	Define	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
					How do the actions of the "half-crazed man" compare to Alec's actions during the storm (pages 10–12)? Use text evidence to support your answer.	3	Compare, Cite Evidence	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
					Based on its use on page 10, what do you think the term *quota* means?	1	Define	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology
					On page 15, Alec wonders if the Black's "wild instinct" helps him to survive. How does Alec's own wild instinct help him? Use evidence from the text to support your answer.	4	Analyze, Cite Evidence	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
					Summarize the events in Chapter 2 of *The Black Stallion* in three or four sentences.	2	Summarize	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
					Strength of mind is one theme of *The Black Stallion.* What details from Chapter 3 support this theme?	3	Cite Evidence	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
					What did Alec think would happen when the Black saw him on the island? Use text evidence to support your reasoning.	2	Infer	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What do the Black's actions on the island tell you about the horse?	2	Infer	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 4 Standard(s)
		Letter	Number	Lexile				
2	The Legend of Sleepy Hollow	R	40	750L	What is the meaning of the term *cove* on page 4? What text clues help you find the meaning?	2	Use Context Clues	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology
					How does the setting and mood change from day to night?	4	Analyze	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
					Why might people be scared when they visit Sleepy Hollow at night?	2	Infer	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What caused the enchanted hollow to become haunted?	1	Identify	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					After reading the description of Ichabod Crane page 7, what can readers infer about what the character is like?	2	Infer	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
					What context clues help readers understand the meaning of the term *surname* on page 9?	2	Use Context Clues	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology
					How are the characters Ichabod Crane and Brom Bones different?	3	Compare	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
					What can readers infer about Ichabod Crane's singing abilities?	2	Infer	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What can readers infer from page 14 about how Katrina and Brom Bones felt about each other?	2	Infer, Compare	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
					Why did Ichabod Crane angrily leave Katrina's house?	2	Infer	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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		Letter	Number	Lexile				
2	Coyote Brings Fire to the People...	R	40	770L	Why were the Skookums so possessive of their fire?	2	Infer	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What does the description "The Skookums were wolves around a fresh kill" mean?	2	Infer, Define	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology
					Why would Coyote bring tiny crickets to help get fire from the Skookums?	2	Infer	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					How was Coyote able to outsmart the Skookums?	1	Identify	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
					What does the reader learn about Muskrat and Iktomi when the two characters first meet?	1	Identify	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
					Why is Iktomi described as inconsiderate?	2	Infer	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
					Why was Muskrat right to not trust Iktomi?	2	Infer	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
					What made Iktomi angrier than finding his kettle empty?	1	Identify	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What is the meaning of the word *industrious* as it is used on page 17?	1	Define	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology
					How is Raven similar to and different from Iktomi?	3	Compare	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
					What is the theme of "Raven and Crow's Potlatch"?	2	Infer	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
					How does crow's vanity lead to her downfall?	4	Analyze	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
2	Alice in Wonderland	S	44	870L	What context clues help the reader understand the meaning of *impromptu* on page 3?	2	Use Context Clues	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology
					Which details on page 6 support the inference that *Alice in Wonderland* is a fantasy?	3	Use Context Clues	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What is the meaning of *civil* on page 9?	1	Define	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology
					What text evidence explains why there were so many tea cups and plates on the table?	3	Cite Evidence	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					How do the March Hare and Hatter feel about the Dormouse? Use text evidence to support your answer.	3	Cite Evidence, Infer	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
					Why was Alice puzzled by many of the things the Hare, Dormouse, and Hatter said?	4	Analyze	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 4 Standard(s)
		Letter	Number	Lexile				
2	Storm scenes from Two Classic Works of Children's Literature: The Wizard of Oz and The Cay	T	44	910L	How is the farm setting described at the beginning of *The Wonderful Wizard of Oz?*	1	Identify	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
					How had Aunt Em changed since she came to the farm?	4	Analyze	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
					What can you infer about how working on the farm affected Uncle Henry?	2	Infer	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
					What context clues help you understand the meaning of the term *wail*?	2	Use Context Clues	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology
					How did the movement of the house feel to Dorothy? Support your answer with evidence from the text.	3	Identify, Cite Evidence	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What is the theme of the first chapter of *The Wonderful Wizard of Oz*?	2	Infer	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
					What key details does the reader learn about the story on page 12?	1	Identify	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					Based on how he treats Phillip, what kind of person is Timothy?	2	Infer	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
					What happens when the eye of the storm is over Timothy and Phillip?	1	Identify	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What context clues help you understand the term *eerie* on page 19?	2	Use Context Clues	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology
					What is the theme of Chapter 15 of *The Cay?*	2	Infer	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 4 Standard(s)
		Letter	Number	Lexile				
3	My Whale of a Tale	O	34	680L	What text evidence supports the inference that weather will play an important part on the trip?	3	Cite Evidence, Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					The writer calls the coast of Maine "rocky." What evidence from the text support this description?	3	Cite Evidence, Describe	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					After reading page 5, what can the reader infer about tide pools? Use text evidence to support your answer.	3	Cite Evidence, Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What details support the idea that there is a variety of animal life in tidal pools?	3	Cite Evidence	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					Define the term *predator* using clues from the text.	2	Use Context Clues	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
					What can you learn about whales of the Atlantic Coast by studying the chart on page 11?	2	Interpret	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					Use details from the text to support the idea that dolphins are social, lively, and fast.	4	Prove, Cite Evidence	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					What details support the idea that whale watchers use technology to find whales?	3	Cite Evidence	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					What additional details does the photograph on page 17 provide about pilot whales?	2	Interpret	RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
					What can you conclude about humpback whales based on text and graphic evidence?	3	Draw Conclusions	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
					What text evidence supports the inference that whales can be difficult to spot in the ocean?	3	Cite Evidence, Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 4 Standard(s)
					What text evidence supports the inference that not all animal movement is migration?	3	Cite Evidence, Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					Based on the map on page 7, in which direction do gnus and zebras migrate in the spring?	2	Interpret	RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
					Why do gnus and zebras migrate in the fall?	3	Explain Phenomena in Terms of Concepts	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					How do gnus and caribou differ in where and when their babies are born?	3	Compare	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					How are the reasons for caribou and grey whale migration the same? How are they different?	3	Compare	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
3	Animal Migration	P	38	700L	Based on the maps on pages 7 and 14, how do the migration routes of zebras and eels differ?	3	Interpret, Compare	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
					What text evidence supports the idea that an eel does not migrate every year?	3	Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What text evidence describes how the feeding habits of grey whales and arctic terns differ during migration?	3	Cite Evidence, Compare	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What text evidence explains the difference in the way male and female monarch butterflies migrate?	3	Cite Evidence, Compare	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What text evidence explains why different generations of monarch butterflies live for different lengths of time?	3	Cite Evidence, Compare	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What key details explain why locusts start and stop migrating?	3	Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 4 Standard(s)
		Letter	Number	Lexile				
3	Doomed to Disappear? Endangered Species	R	40	860L	What details support the main idea that many species that inhabit the earth are in danger of vanishing forever?	3	Cite Evidence	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
					How did scientists figure out that the Bengal tiger was in danger?	1	Identify	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					Would laws keeping ships carrying oil out of the Pacific Ocean help preserve the sea otters? Explain.	4	Analyze	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					What is an example of a keystone species? Explain.	1	Define	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					How are the passenger pigeon and Miss Waldron's red colobus similar?	3	Compare	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					How do scientists believe the Monteverde golden toad disappeared?	1	Identify	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					Look at the photos on page 15–16. In what ways are young falcons being fed by scientists?	1	Identify	RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
					Explain how we know that the scientists succeeded in helping the falcons.	1	Report	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					Why is it important to protect endangered plants?	2	Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					Where on Earth can you find most rain forests, and why?	1	Report	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					How did countries organize to help protect endangered species and plants?	1	Report	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What organization would you reach out to if you wanted to find out if any tigers were on the endangered species list?	1	Identify	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level
		Letter	Number	Lexile		
3	Opinions About Ocean Health	R	40	860L	Which details support the idea that the health of the ocean impacts the entire Earth?	3
					What evidence in the text explains why scientists think Earth's climate is changing?	3
					What can you infer about whales, seabirds, and seals after reading page 6?	2
					What context clues help you understand the meaning of the term *reflect* on page 7?	2
					How does the author support his argument that shrinking Arctic ice is a problem?	3
					What details support the idea that garbage in the ocean is harmful to sea life?	3
					How do farming and industry contribute to pollution in the ocean? Use evidence from the text to support your answer.	4
					Which details support the idea that better fishing methods are negatively affecting the oceans?	3
					What are the positive and negative results of aquaculture?	4
					What details does the author of Opinion 1 use to support the idea that overfishing is a threat to the ocean?	3

DOK Verb(s)	Grade 4 Standard(s)
Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Use Context Clues	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
Critique	RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
Cite Evidence	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
Analyze, Cite Evidence	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Analyze	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
Cite Evidence	RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 4 Standard(s)
		Letter	Number	Lexile				
3	Opinions about Weather Scenes	R	40	880L	What can you infer about the reason there is no one right answer when interpreting an author's writing or an artist's painting?	3	Critique, Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What does the term *hurricane* mean? What text clues help you to determine its meaning?	2	Use Context Clues	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
					What are details from the text that best describe the painting?	3	Cite Evidence, Describe	RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
					How are the texts and narrative styles similar in Rainstorm Pair #1 and #2? How are they different?	3	Compare	RI.4.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.
					How are the paintings on pages 7 and 8 similar? How are they different?	3	Compare, Critique	RI.4.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text. RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
					What does the term *plated* mean? What text clues help you to determine its meaning?	2	Use Context Clues	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
					What can you infer about what most people were doing in Blizzard Pair #1?	2	Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					Is the "Blizzard of 1888" fictional or nonfictional? Explain your answer.	4	Analyze	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					How are the texts and narrative styles in Blizzard Pair #1 and #2 similar? How are they different?	3	Compare	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What view does the Opinion 1 writer have about the mood created in the text and the painting for Blizzard Pair #1?	1	Identify	RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 4 Standard(s)
		Letter	Number	Lexile				
3	Haiku	N/A	N/A	NP	What is the purpose of haiku?	3	Critique, Define	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What structure makes haiku different from other forms of poetry?	3	Critique, Define	RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.
					What text evidence supports the inference that the meaning of a haiku is more important than its structure?	3	Cite Evidence, Infer	RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.
					What is the haiku on page 8 mostly about?	2	Summarize	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
					How did the season of the year affect the actions described in the haiku on page 9?	2	Infer	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
					What text evidence supports the inference that the photograph on page 10 shows Mount Fuji on a rainy day?	3	Cite Evidence, Interpret	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What unusual imagery does the poet create with the second and third lines of the haiku on page 12?	1	Identify	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					How does the poet's use of the word *cuckoo* rather than *bird* in the haiku on page 13 affect the imagery?	3	Critique	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology
					What words in the haiku on page 14 support the inference that the plants and animals in nature work together?	3	Cite Evidence, Infer	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What text evidence supports the conclusion that Matsuo Munefusa loved nature?	3	Cite Evidence	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What animals play an important role in the haiku in this book?	1	Identify	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 4 Standard(s)
		Letter	Number	Lexile				
4	The Secret Life of Wally Smithers	O	34	700L	What can readers infer about how author Amanda Jenkins got the idea for her story, "The Secret Life of Wally Smithers?"	2	Infer	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
					Why isn't Wally looking forward to the afternoon?	2	Infer	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					Look at the illustrations on pages 3 and 4. How does Wally get the idea for Steel Hammerstone and his steelmobile?	2	Interpret	RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
					Why is *Steel Hammerstone* a good name for an action hero?	3	Critique	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
					Why does Wally's daydream open with Brick Steel sitting on the bench rather than playing in the football game?	3	Critique	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
					What does the illustration show on pages 10 and 11?	2	Interpret	RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
					What clues help readers figure out the meaning of the phrase *grappling hands?*	2	Use Context Clues	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology
					What is Wally doing in the illustration on page 12? Why doesn't he realize what he is doing?	2	Interpret	RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
					Where does Wally get some of the ideas for his daydream about Hammer Brickstone?	1	Identify	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					Why is Wally wrestling a shoe in the illustration on page 20?	3	Critique	RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
					What can readers infer about how Wally gets the idea for fossilized dino-fleas?	2	Infer	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 4 Standard(s)
		Letter	Number	Lexile				
4	Opinions About Two Fairy Tales	O	34	730L	Based on the introduction, what is the main idea of the book? What key details support the main idea?	3	Infer, Cite Evidence	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
					On page 3 of "Baba Yaga," the stepmother's wicked thought had "snowballed into an icy boulder of hate." What is the meaning of *snowballed* in this context?	2	Use Context Clues	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology
					What can you infer from the grandmother's advice to "be kind to every living thing"?	2	Infer	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What do you think is the central message of the Hansel and Gretel fairy tale? Give details to support your answer.	3	Cite Evidence, Infer	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
					What was Hansel and Gretel's father like? How did his personality contribute to what happened to the children?	4	Analyze	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
					Why does the fact that Baba Yaga is related to the children make her "most cruel" in the writer's opinion?	3	Critique	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
					The writers of both "Opinion 1" and "Opinion 2" find fault with characters in the fairy tales for acting the opposite as what is expected of them. Find evidence in the essays to support this idea.	3	Cite Evidence	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What is the meaning of the term *trustworthy*? Who does the writer of "Opinion 2" say are not trustworthy?	1	Define, Identify	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology
					Why does the writer of "Opinion 2" think Hansel and Gretel's stepmother is the most harmful adult? Use key details from the text to support your answer.	4	Analyze, Cite Evidence	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What is the main idea in the last essay? What details support your answer?	2	Infer	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
					The writer of "Opinion 3" calls the fathers in both tales "neglectful." What does neglectful mean? What clues from the text support your understanding of the meaning?	2	Use Context Clues	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology
					In what ways are "Baba Yaga" and "Hansel and Gretel" similar?	3	Compare	RL.4.9 Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 4 Standard(s)
		Letter	Number	Lexile				
4	Wally Smithers and the Germ Squad	Q	40	760L	How do you know that Wally Smithers has a good imagination? Find evidence on page 2 that supports this inference.	3	Cite Evidence, Infer	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
					What problem does Wally have at the beginning of the story? Use text evidence to explain how he feels about his problem.	3	Identify, Cite Evidence, Infer	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What does Wally decide to do to learn how to protect himself from his sister's cold? Give evidence from the text.	3	Cite Evidence, Identify	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What are three natural defenses that help you fight colds?	1	Identify	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					Use text evidence to explain how Wally uses his imagination to help him understand how germs cause colds.	3	Cite Evidence, Infer	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What clues help you know the meaning of *comrade* on page 12?	2	Use Context Clues	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology
					Use Wally's story to explain how the nose "fights" off germs. Give key details from the text.	3	Explain Phenomena in Terms of Concepts, Cite Evidence	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					Describe the two settings in the story. Use details to explain how Wally is a part of both settings.	3	Describe, Cite Evidence	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
					Why does Wally's sister call him weird on page 17? Find text evidence to support your answer.	2	Infer, Cite Evidence	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What is the main message of Wally's imaginary story? Use key details to support your answer.	2	Infer, Cite Evidence	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 4 Standard(s)
		Letter	Number	Lexile				
4	A Day in the Life of a Chicken Wrangler	Q	40	760L	What is the difference between Sarah Chenais's and Adele's roles on a movie set? Give details to support your answer.	3	Compare, Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What does Sarah mean when she says, "Just remember, Adele is a chicken"?	2	Infer	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
					What events in Sarah's early life led to her becoming a chicken wrangler?	1	Identify	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What did Sarah like about chickens when she was a child?	1	Identify	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					When Sarah got her first chickens, she started talking to the chicks as soon as they hatched. What does the term *hatched* mean?	1	Define	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
					What did Sarah learn by watching her chickens?	2	Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What steps did Sarah take to train Little Yellow to perform on camera?	1	Identify	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What effect did the dropping of pans have on Adele? How did Sarah fix the problem?	2	Infer, Cause/Effect	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What evidence from the text supports the idea that Adele's egg is a "bonus" for the scene?	3	Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What details from the text support the idea that Sarah has a special connection with Adele?	3	Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					How does Charles the Rooster prove Sarah's statement that ". . . animals don't always behave the way we want them to behave"? Use text evidence to support your answer.	4	Analyze, Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 4 Standard(s)
		Letter	Number	Lexile				
4	The Strong and the Weak	W	60	820L	Why is Ditanu happy to become an apprentice to Belshunu?	2	Infer	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What context clues help the reader understand what a *votive* is?	2	Use Context Clues	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology
					How did the Wife of Hudu-libbi help to save Ditanu from having to return to Lamusa?	1	Identify	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					Why was it unusual for the Wife of Hudu-libbi to know what Hammurabi's law says?	2	Infer	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					Why does Ditanu become sympathetic about Hudu-libbi's life, even though she is rich?	2	Infer	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
					Why does Mery keep following her brother through the pyramids?	2	Infer	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What text evidence on page 23 uses figurative language to explain what it was like in the pyramid?	3	Cite Evidence	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. L.4.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
					What context clues help the reader understand the word *sarcophagus?*	2	Use Context Clues	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology
					How did Khaba get confused by the message from the princess spirit?	2	Infer	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What text evidence shows that Mery is touched by her brother's love for her?	3	Cite Evidence	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What text features in "Tomb Robbers! A Story of Ancient Egypt" makes it more like an informational text than other historical fiction stories?	3	Cite Evidence	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					Which adverb on page 19 shows that Khaba could have easily stolen from the pharaoh?	1	Identify	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 4 Standard(s)
		Letter	Number	Lexile				
4	I Am Deaf and I Dance	S	44	840L	How is American Sign Language (ASL) helpful for SimoneRenee? Use key details to support your answer.	3	Cite Evidence, Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What text evidence supports the inference that Peyton was a good choice to be a foster parent for SimoneRenee?	3	Cite Evidence, Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What are two ways that dance class was fun for SimoneRenee as a child? What are two ways that dance class was not fun?	1	Identify	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What does the diagram on page 7 help to explain? Use details from the diagram to support your answer.	2	Interpret	RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
					What text evidence shows that a cochlear implant is helpful?	3	Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What does SimoneRenee think about being able to dance *en pointe?* Use text evidence to support your response.	3	Cite Evidence, Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					On page 14, what does the term *performed* mean? What text clues help you know the meaning of the term?	2	Use Context Clues	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
					How did the members of SimoneRenee's high school dance team help her when she danced?	2	Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					Summarize SimoneRenee's experience with the Oregon Shakespeare Festival theater company.	2	Summarize	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What context clues help you know what the term *socialize* means on page 21?	2	Use Context Clues	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 4 Standard(s)
		Letter	Number	Lexile				
5	Bridges: Ecological Disasters	R	40	620L	What does the time line tell the reader about the Great Idaho Fire?	2	Interpret	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What happened when a tornado hit on the night of October 8, 1871?	1	Identify	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What is the information on page 9 mainly about?	2	Summarize	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
					What context clues help you understand the meaning of the term *firestorm* in this book?	2	Use Context Clues	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
					What text structure does the author use to describe the disaster at the Bhopal chemical plant?	1	Identify	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					Which key details help support the main idea that the Union Carbide disaster could have been prevented?	3	Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What chain reaction caused more than one hundred thousand people to evacuate their homes near Chernobyl?	2	Cause/Effect	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What sentence best summarizes the information on page 21?	2	Summarize, Identify	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
					What can the reader infer from the information in the "Animal Rescue" sidebar?	2	Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What text structure does the author use to conclude each segment?	1	Identify	RI.4.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.
					What can the reader tell about the 1980s from the time line on pages 28 and 29?	2	Interpret	RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
					What context clues help the reader understand the meaning of the term protected in this book?	2	Use Context Clues	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

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Unit	Title	Levels			Text-Evidence Question	DOK Level
		Letter	Number	Lexile		
5	Bridges: Advances in Genetics	R	40	670L	What descriptions in the text help the reader to understand the meaning of the term DNA?	2
					What sentence best summarizes the main idea of the "It's a Fact" sidebar on page 5?	2
					What can you tell about the base pairs of salamanders from the graph on page 10?	2
					What text structure does the author use to explain how scientists make insulin in laboratories?	1
					What is the second paragraph on page 10 mainly about?	2
					What evidence from the text supports the inference that the work of Kary Mullis was valued?	3
					What conclusion can the reader draw about the role of DNA in legal cases?	3
					What caused Nancy Wexler to decide to find the gene responsible for Huntington's disease?	2
					What sentence best tells the main idea of page 22?	2
					What evidence in the text shows that people have different opinions about genetic engineering?	3

DOK Verb(s)	Grade 4 Standard(s)
Use Context Clues	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
Identify, Summarize	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Interpret	RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
Identify	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Summarize	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
Cite Evidence, Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Draw Conclusions	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Cause/Effect	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Infer, Identify	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level
		Letter	Number	Lexile		
5	Bridges: Protecting Our Oceans	Q	40	710L	What inference can the reader draw about plastics from the chart on page 6?	2
					How does the burning of fuel affect oceans?	4
					How does the author grab the reader's attention at the beginning of Chapter 1?	3
					What context clues help you understand the meaning of the term *estuary* in this book?	2
					What are the similarities and differences between giant kelp and sea urchins?	3
					Which key details help support the main idea that pollution is harmful to marine life?	3
					What is the first paragraph on page 18 mainly about?	2
					What context clues help to determine the meaning of the term *algae* in this book?	2
					According to this text, what types of pollution harm sea birds?	1
					Why did the author include the sidebar and photograph on page 26?	3

DOK Verb(s)	Grade 4 Standard(s)
Interpret	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
Analyze	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Critique	RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
Use Context Clues	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
Compare	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Cite Evidence	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
Summarize	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
Use Context Clues	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
Identify	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Critique	RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

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		Letter	Number	Lexile				
5	Science at Sea	U	50	790L	According to Nancy Knowlton and the work she does with coral reefs, what are two reasons that coral reefs are in danger?	2	Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What has Robert Ballard contributed to geology, the study of rocks, through his work as an oceanographer?	1	Identify	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What text evidence explains how Jacques Cousteau felt about studying the ocean?	3	Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					Summarize the most important skills needed to become an oceanographer.	2	Summarize	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
					What text evidence shows why scientists decided to start the Census of Marine Life?	3	Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What are scientists who worked on the Census of Marine Life trying to predict about the future of the ocean?	1	Identify	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					Why do scientists think we still have a lot more to learn about the ocean?	2	Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					According to the chart on page 20, what are some disadvantages of using submersibles to study the ocean?	2	Interpret	RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
					Why does garbage in the ocean settle in a pattern, called a patch?	3	Explain Phenomena in Terms of Concepts	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					What context clues help the reader understand the meaning of the word *gyres*?	2	Use Context Clues	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
					Why are most of the items found floating in ocean garbage "patches" things that humans made?	2	Infer	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					Why do scientists not recommend cleaning up the patches of garbage that are already in the ocean?	1	Identify	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 4 Standard(s)
		Letter	Number	Lexile				
5	Dino-Pals are Dino-Mite; Earth Is All the Home We Have	U	50	830L	What does the word *era* mean on page 3? Use context clues to support your answer.	2	Use Context Clues	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology
					Why do authors write science fiction stories? Use text evidence to support your answer.	4	Analyze, Cite Evidence	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					How did Theo respond when his mother told him they couldn't afford to purchase the Dino-Pals?	1	Identify	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What text evidence indicates that Mr. Mackey regretted ordering the Dino-Pals?	3	Cite Evidence	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
					What text evidence supports the inference that there was something strange about the way the Dino-Pals were shipped to the Mackey's home?	3	Cite Evidence	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What text evidence from the bottom of page 14 and the top of page 15 supports the idea that the children were altered in some way by the Dino-Pals?	3	Cite Evidence	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What context clues help the reader understand the meaning of the word *interplanetary* on page 23?	2	Use Context Clues	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology
					How do the illustrations on pages 21 and 23 support the fact that this is a science fiction story?	2	Interpret	RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
					How did Jim and the other pioneers prepare for their lives on the new planet?	1	Identify	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
					What text evidence supports the inference that the pioneers plan to alter the new planet?	3	Cite Evidence, Infer	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What text evidence indicates that Jim's sister does not want to travel to the new planet?	3	Cite Evidence, Infer	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					In what ways are the plot twists of both stories similar?	3	Compare	RL.4.9 Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 4 Standard(s)
		Letter	Number	Lexile				
5	Energy Resources Around the World	X	60	850L	How are fossil fuels formed?	3	Explain Phenomena in Terms of Concepts	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					After reading page 9, what text evidence supports the idea that natural gas is the best fossil fuel to use?	3	Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What do some scientists believe are the effects of too many greenhouse gases in the air?	1	Identify	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					How are uranium and fossil fuels alike? How are they different?	3	Compare	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					What are the drawbacks of using uranium?	1	Identify	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					What were the effects of the test of the nuclear power plant in Chernobyl?	1	Identify	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					What does hydropower mean? What context clues help you determine that meaning?	2	Use Context Clues	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
					After reading page 20, what text evidence supports the inference that hydropower is one of the best energy resources to use?	3	Cite Evidence, Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What details describe the problems caused by dams?	3	Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					After reading page 22, what text evidence supports the idea that more people will start to use wind and solar energy?	3	Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					Which renewable resources turn turbines to generate electricity?	1	Identify	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					How do people make biomass energy?	1	Explain	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level
		Letter	Number	Lexile		
6	Opinions About Odysseus	N	30	560L	What happens on page 7 right after Odysseus and his men enter Cyclops's cave?	1
					What evidence from "Odysseus Fools the Cyclops" supports the conclusion that Odysseus and his men are running out of food and water on the ship when they see Cyclops's island?	3
					Define the word *judgment.* What clues on page 6 help the reader understand the word?	2
					What does the word *crafty* mean on page 9? What clues help the reader understand the word?	2
					What does Odysseus do after he is warned by Athena on page 12?	1
					How does Penelope feel about her husband? Use evidence from "Odysseus and the Suitors" to support your answer.	3
					How are the plots of "Odysseus Fools the Cyclops" and "Odysseus and the Suitors" similar?	3
					Reread page 18. What key detail from "Odysseus Fools the Cyclops" does the writer of "Odysseus Makes the Wrong Choices" use to support her opinion?	3
					Reread page 21. What does the writer of "One Smart Choice, One Poor Choice" think the job of a king is? How does he use that knowledge to support his opinion?	3
					How do the writers of "Odysseus Makes the Wrong Choices" and "One Smart Choice, One Poor Choice" differ in their points of view? What evidence in the text shows the difference?	3

DOK Verb(s)	Grade 4 Standard(s)
Identify	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Cite Evidence	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Use Context Clues	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology
Use Context Clues	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology
Identify	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Describe, Cite Evidence	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
Compare	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
Cite Evidence	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Critique, Identify	RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
Compare, Cite Evidence	RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 4 Standard(s)
		Letter	Number	Lexile				
6	Hansel and Gretel; Rumpelstiltskin	Q	40	710L	How would you summarize the first paragraph on page 2?	2	Summarize	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
					How does the visual on page 3 help the reader understand the text?	2	Interpret	RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
					How would you summarize page 4 about the Grimm Brothers?	2	Summarize	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
					What context clues help you understand the meaning of the term *coffins* on page 7?	2	Use Context Clues	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology
					What detail on page 7 describes how Hansel will find his way home from the forest?	1	Identify	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					Use details in the text to describe the house in the woods.	3	Describe	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What text evidence on pages 10–11 supports the idea that the witch planned to eat Hansel?	3	Cite Evidence	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What context clues help to determine the meaning of the term *spinning wheel* on page 15?	2	Use Context Clues	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology
					What did the miller's daughter give to Rumpelstiltskin for helping her spin straw into gold?	1	Identify	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					Hansel and Gretel and *Rumpelstiltskin* are both fairy tales with similar features. How are their endings alike?	3	Compare	RL.4.9 Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.
					How are the witch in *Hansel and Gretel* and the little man in *Rumpelstiltskin* similar?	3	Compare	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text RL.4.9 Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.
					How are the problems of each story different?	3	Compare	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. RL.4.9 Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

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Unit	Title	Levels			Text-Evidence Question	DOK Level
		Letter	Number	Lexile		
6	Odysseus and the Cyclops, Circe Enchants Odysseus, The Call of the Sirens	S	44	750L	What text evidence supports the inference that Odysseus and his men intended to show hospitality or respect to the residents of the island?	3
					How do Odysseus and Polyphemus differ in their opinions on hospitality?	3
					Why does Odysseus give Polyphemus his special wine?	2
					What context clues help you understand the meaning of the term *replenish* on page 8?	2
					What causes Odysseus to lose eleven of his twelve ships?	2
					After reading page 16, what clue causes Eurylochus's suspicion of Circe?	1
					Circe invites the men to come inside and eat. How are Eurylochus's responses to her invitation different from his men's responses?	3
					What is the effect of Odysseus drinking the vial that Athena sends to him?	2
					What details show that Circe has both positive and negative traits?	4
					What details in the last two myths support the theme that the gods and goddesses both help and hurt Odysseus?	3
					What context clues help to determine the meaning of the word *perished* on page 27?	2
					In what order do Odysseus and his men face the antagonists in the three myths?	2

DOK Verb(s)	Grade 4 Standard(s)
Cite Evidence, Infer	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Compare	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text RL.4.9 Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.
Infer	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Use Context Clues	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology
Cause/Effect	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Identify	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Compare, Identify	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Cause/Effect	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Analyze, Cite Evidence	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
Cite Evidence	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
Use Context Clues	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology
Organize	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 4 Standard(s)
		Letter	Number	Lexile				
6	Hercules' 11th Labor	T	44	820L	Why did Prometheus help Hercules?	2	Infer	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
					What is the King Eurystheus' attitude toward Hercules and how does it impact the myth?	4	Analyze	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
					After reading page 11, what can the reader infer about Atlas?	2	Infer	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What details support the idea Prometheus gave good advice for slaying the dragon?	3	Cite Evidence	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					In which way are Duryodhana and Arjuna similar?	3	Compare	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
					Which feature of a legend is used at the end of "Abimanyu"?	1	Identify	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					Which text evidence supports the inference that Mulan was different from other wellborn girls?	3	Cite Evidence, Infer	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
					What challenge does Mulan have to overcome?	1	Identify	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					Look at the word *valiantly* on page 24. What context clues help determine its meaning?	2	Use Context Clues	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology
					How do Mulan's views of being a woman change from the beginning of the tale to the end of the tale?	2	Infer	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
					What is a common theme in both the legends of "Abimanyu" and "Mulan"?	2	Relate, Identify	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
					What character traits do Abimanyu and Mulan have in common?	3	Compare	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 4 Standard(s)
		Letter	Number	Lexile				
6	Frederick Douglass, Sojourner Truth	U	50	860L	What context clues help the reader understand the meaning of "Knowledge is power" on page 10?	2	Use Context Clues	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
					For what two main reasons did Frederick's work in the shipyard make him even more determined to be free?	1	Identify	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What words did Douglass use to argue that slavery was neither legal nor moral?	3	Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					Why did Douglass and Truth continue to work for equal rights after the passage of the Fifteenth Amendment?	2	Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What text evidence describes the roles Frederick Douglass played in the administrations of Abraham Lincoln and Benjamin Harrison?	3	Cite Evidence	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					How did Douglass and Truth become legally free after they ran away?	1	Identify	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What text evidence supports the inference that joining a church gave Bell renewed strength and purpose?	3	Cite Evidence, Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What text evidence explains the relationship between the Northampton Association and the focus of Truth's speeches?	3	Cite Evidence, Relate	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What text evidence explains why the events of Sojourner's life, and her exact words in her "Ain't I a Woman" speech, aren't known for sure?	1	Identify	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What text evidence describes two ways that Sojourner helped families who had escaped slavery?	3	Cite Evidence	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					How did both Douglass and Truth support Abraham Lincoln's cause during the Civil War?	1	Identify	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					What key details support the idea that both Douglass and Truth helped to get the Fifteenth Amendment to the Constitution passed?	3	Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 4 Standard(s)
6	The Rumor Report, The Big Jump	V	60	NP	What is the rumor that gets started?	1	Identify	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What are two ways that Marisa and Kate are different?	3	Compare	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
					What details on page 10 support the conclusion that Mel is a class clown?	3	Cite Evidence	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
					What context clues help the reader understand the meaning of the term *collides* on page 10?	2	Use Context Clues	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology
					What text evidence on page 11 supports the inference that Mel may be jealous of Josh?	3	Cite Evidence, Infer	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
					What details support this theme: Broken promises can hurt friendships?	3	Cite Evidence	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
					What is the main reason David and Sam's father has arranged this vacation?	1	Identify	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
					How does David change at the end of the story?	4	Analyze	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
					How are David and Sam different in the way they handle their feelings about their mother?	3	Compare	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
					Why does Miguel tell the stories about the howler monkeys?	2	Infer	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					How are the endings of the two plays and the relationships between the characters different?	3	Compare	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text RL.4.9 Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.
					How are the settings of each play different?	3	Compare	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 4 Standard(s)
		Letter	Number	Lexile				
7	Davy Crockett, John Henry, Keelboat Annie	P	38	730L	What context clues help the reader understand the meaning of *cope with* on page 3?	2	Use Context Clues	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology
					What text evidence on page 7 demonstrates the "larger-than-life" qualities of Davy Crockett?	3	Cite Evidence	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
					What key details from "Davy Crockett" show that animals and objects can act as characters in tall tales?	3	Cite Evidence	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					Why was seeing the sun in trouble a dilemma for Davy?	2	Infer	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What text evidence supports the idea that the foreman was a bully?	3	Cite Evidence	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
					What text evidence supports the inference that John Henry cared about his fellow workers?	3	Cite Evidence, Infer	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
					How does the illustration on page 14 support the description of John Henry in the text?	2	Interpret	RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
					What context clues help the reader understand the meaning of *pilot* on pages 4 and 16?	2	Use Context Clues	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology
					Why weren't the thieves afraid of Annie after she caught up with them?	2	Infer	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What text evidence in "Keelboat Annie" supports the central message that "Crime does not pay."	3	Cite Evidence	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
					What text evidence supports the idea that overcoming difficult situations sometimes requires great sacrifice from the hero or heroine?	3	Cite Evidence	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
					How are Davy Crocket, John Henry, and Keelboat Annie similar to one another in their attitude toward other people?	3	Compare	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text

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		Letter	Number	Lexile				
7	Western Legends	X	60	800L	When and where does the story of Jim Bridger take place? What text evidence tells you this?	3	Cite Evidence, Identify	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What details in the story of Jim Bridger describe the difficulties of trapping beaver in the West?	3	Cite Evidence	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					After reading page 9, why could it be said that Jim Bridger may have discovered the Great Salt Lake?	1	Identify	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What context clues help you understand the meaning of the term *scout* on page 12?	2	Use Context Clues	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology
					What details describe Buffalo Bill Cody's many jobs?	1	Identify	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What event enabled Buffalo Bill Cody to be called a hero?	1	Identify	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					After reading page 18, what text evidence supports Buffalo Bill Cody's idea of equal rights for women?	3	Cite Evidence	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What context clues on pages 20 and 21 help determine the meaning of *investments* on page 21?	2	Use Context Clues	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology
					Why were the buffalo the most important resource of the Lakota?	2	Infer	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					How did Sitting Bull's attitude toward the U.S. Army change from the early 1800s to 1863?	4	Analyze, Relate	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
					Why didn't Sitting Bull want to sign the Treaty of Fort Laraime?	2	Infer	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What did Jim Bridger, Buffalo Bill Cody, and Sitting Bull have in common that made people regard them as legends?	3	Compare	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 4 Standard(s)
		Letter	Number	Lexile				
7	Casey Jones, Pecos Bill and Sluefoot Sue	Q	40	810L	Why is the train running late in "Casey Jones"? How does Casey Jones get his train to the next stop on time despite this delay?	2	Infer, Identify	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What text evidence supports the inference that Casey Jones was admired by other people?	3	Cite Evidence, Infer	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					Does Sim Watts trust Casey Jones? How do you know?	2	Cite Evidence, Infer	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What is the meaning of the word *jerked* on page 11? What context clues help the reader figure out the meaning?	2	Use Context Clues	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology
					What details on page 12 support the inference that Casey Jones can handle a train better than anyone else?	3	Cite Evidence, Infer	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What made Pecos Bill the best cowboy "who ever rode the range"?	2	Infer	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					Why did Bill fall in love with Sluefoot Sue the moment he saw her?	2	Infer	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What is the meaning of the word *hollered* on page 17? What context clues help the reader determine this meaning?	2	Use Context Clues	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology
					What text evidence supports the inference that Sluefoot Sue is a thrill-seeker who enjoys danger?	3	Cite Evidence, Infer	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					How does Pecos Bill bring Sue back down to Earth?	1	Identify	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What do Casey Jones, Pecos Bill, and Sluefoot Sue all have in common?	3	Compare	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
					In tall tales, the heroes often have a sidekick that might be an animal or an object. What are the sidekicks in "Casey Jones" and "Pecos Bill and Sluefoot Sue"? How are they similar and how are they different?	3	Compare, Identify	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 4 Standard(s)
					Using the timeline on pages 4–5, which happened first: the passage of the Homestead Act or the end of the Civil War?	2	Interpret	RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
					Using evidence found in the illustration on page 5, how would you describe the process of panning for gold?	2	Interpret	RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
					What is a gold rush?	1	Define	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
					What text evidence from Chapter 1 supports the inference that railroad companies made great profits from western settlers?	3	Cite Evidence, Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					How do the images on pages 15–20 help the reader understand the text?	2	Interpret	RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
					What key details show two ways farmers on the Great Plains adapted to the shortage of wood?	3	Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
7	Settling the West	V	60	820L	What context clues help the reader understand the meaning of the word *hardy* on page 17?	2	Use Context Clues	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
					What can you learn about prairie fires from the primary source quotation on page 20 that you cannot learn just from looking at the illustration?	3	Compare, Interpret	RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
					What text evidence supports the inference that the growth of the railroad industry in the West contributed to the deaths of millions of buffalo?	3	Cite Evidence, Infer	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					What was the Battle of Little Bighorn?	1	Report	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					What text structure does the author use on pages 26–27 of Chapter 3?	1	Identify	RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
					How did moving to reservations affect Native Americans?	4	Analyze	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 4 Standard(s)
		Letter	Number	Lexile				
7	Coming to America	X	60	860L	Based on the graph on page 3, what ten-year period had the greatest increase in the number of immigrants coming to America?	2	Interpret	RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
					What common problem caused both the Irish and Germans to immigrate to America during the 1840s?	2	Cause/Effect	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					What economic effect did immigration have on native-born Americans?	2	Cause/Effect	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					What text evidence helps to explain why the number of Russian and Polish immigrants increased between 1881 and 1921?	3	Cite Evidence	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					Based on the information on page 14, why did men, women, and children in immigrant families all work?	2	Infer	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					What text evidence in Chapter 2 explains why the graph on page 4 shows a sharp decline in the number of immigrants after 1924?	3	Cite Evidence, Interpret	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What context clues help the reader understand the meaning of *processed* on page 17?	2	Use Context Clues	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
					Based on key details on pages 14 and 18, what was a common goal for some young male immigrants?	2	Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					How does the photograph on page 19 contribute to the reader's understanding of the text?	2	Interpret	RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
					What context clues help the reader understand the meaning of *discrimination* on page 23?	2	Use Context Clues	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
					Based on the information in Chapter 4, what groups of immigrants made important contributions to American life?	2	Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					Based on the graph, what percentage of immigrants has come from Africa and Asia in recent years?	2	Interpret	RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 4 Standard(s)
		Letter	Number	Lexile				
7	Cowhands and Cattle Trails	R	40	880L	What text evidence supports the inference that the ranchers did not raise the cattle they sold in the 1850s?	3	Cite Evidence, Infer	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					Why did the ranchers have to get the cattle to Chicago instead of shipping them directly to buyers in the East?	2	Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What text evidence describes the two main reasons why farmers between Texas and Missouri did not want cattle driven across their land?	3	Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What text evidence supports the idea that Joseph McCoy was determined to get the railroad built on the Kansas plains?	3	Cite Evidence	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					After McCoy's work, what steps did the cattle have to take to get from Texas to Chicago?	1	Identify	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What context clues help the reader understand the meaning of the word *ethnic* on page 11?	2	Use Context Clues	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
					What text evidence supports the inference that life on a trail crew was difficult?	3	Cite Evidence, Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					How do the text and illustration on page 17 support the idea that stampedes were dangerous for the cowboys?	3	Cite Evidence, Interpret	RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
					According to the information on page 18, about how many miles a day did the herd travel if it took them three months to reach Abilene?	1	Identify	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What text evidence explains why some later cattle trails didn't end in towns with railroads?	3	Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What were the advantages and disadvantage of ranchers fencing their land?	4	Analyze	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					What text evidence describes the four reasons why cattle drives ended?	3	Cite Evidence	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 4 Standard(s)
		Letter	Number	Lexile				
8	Earth: Slow Changes	Q	40	690L	Why might someone say that North America's land features were formed about 10,000 years ago?	3	Explain Phenomena in Terms of Concepts	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					What details describe how a drumlin forms?	3	Cite Evidence	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					After reading pages 4–5, how would you summarize the difference between Earth's glaciers today and those that covered Earth during the last ice age?	2	Summarize	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
					How are glaciers related to water erosion?	2	Relate	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					What evidence does the author give to show that deltas can create farmland where there wasn't farmland before?	3	Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What context clues help to determine the meaning of the term *gullies* on page 15?	2	Use Context Clues	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
					After reading page 20, what text evidence supports the idea that dunes are formed from rocks?	3	Cite Evidence	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					What context clues help to determine that a plant can be thought of as an anchor in a sand dune?	2	Use Context Clues	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					How can you summarize what happened during the Dust Bowl?	2	Summarize	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
					Why are beaches with black sand like the one shown on page 27 most common in Hawaii?	3	Explain Phenomena in Terms of Concepts	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					Why is it important for scientists to continue to look for new ways to stop some kinds of erosion?	2	Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What context clues help to determine the meaning of the term *dunes* on page 20?	2	Use Context Clues	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 4 Standard(s)
		Letter	Number	Lexile				
8	Earth: Fast Changes	Q	40	710L	In the introduction, what text evidence supports the inference that Earth can change quickly?	3	Cite Evidence, Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What details does a primary source give that a secondary source might not give?	3	Compare	RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
					How does the diagram on page 5 contribute to the reader's understanding of the text?	2	Interpret	RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
					What context clues help you understand the meaning of the term *epicenter* on page 7?	2	Use Context Clues	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
					What text evidence on page 12 shows that earthquakes and tsunamis are connected?	3	Cite Evidence	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					What text evidence explains why the city of Pompeii was destroyed?	3	Cite Evidence	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					After reading page 16, what text evidence supports the idea that someone might want to be a volcanologist?	3	Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What evidence does the author give for the statement, "Sometimes volcanoes can start new islands" on page 17?	3	Cite Evidence	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					What text evidence on page 19 supports the idea that dust and ashes can be good for the land?	3	Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					When is a storm classified as a hurricane?	2	Classify	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					How are hurricanes and monsoons similar?	3	Compare	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					What context clues help the reader understand the meaning of the term *storm surge*?	2	Use Context Clues	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 4 Standard(s)
		Letter	Number	Lexile				
8	Earth: Measuring Its Changes	R	40	710L	What details explain what happens when Earth's plates get locked together?	3	Explain Phenomena in Terms of Concepts, Cite Evidence	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					What information provided by the map on page 5 and its caption helps readers infer that most earthquakes occur in the ocean?	2	Interpret	RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
					What details on page 7 explain how a seismograph works?	3	Cite Evidence	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					Using information displayed on the seismograms on page 8, about how long did it take shock waves from the earthquake in Alaska to reach Massachusetts?	2	Interpret	RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
					After reading page 15, how would you summarize the information about how glaciers move?	2	Summarize	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					After reading page 20, what text evidence supports the idea that it takes a long time for glaciers to change Earth?	3	Cite Evidence	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					What did Jean Louis Agassiz observe that formed his thoughts about glaciers?	1	Identify	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What details in the "Solve This" feature on page 23 helps you understand why the Cape Hatteras lighthouse was moved in 1999?	3	Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					After reading page 24, how would you summarize the information about how wind changes Earth?	2	Summarize	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
					What details on page 25 help you infer that animals contribute to erosion?	3	Cite Evidence, Infer	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					How do earthworms help keep soil from eroding?	3	Explain Phenomena in Terms of Concepts	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					What text evidence on page 28 helps you understand the cause of landslides in Haiti?	3	Cite Evidence, Cause/Effect	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 4 Standard(s)
		Letter	Number	Lexile				
8	Tsunamis	S	44	750L	Which details in the Introduction support the main idea that there were warning signs of the approaching tsunami in Thailand in 2004?	3	Cite Evidence	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
					How would you summarize page 7?	2	Summarize	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
					After reading page 9, what can the reader infer about the three other causes of tsunamis?	2	Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					How are the two types of tsunamis explained on page 10?	3	Explain Phenomena in Terms of Concepts	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					In what way does the map on page 13 show how tsunamis would be more frequent along coastal areas of South America than along coastal areas of Australia?	2	Interpret	RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
					What context clues help to determine the meaning of the word *environment* on page 15?	2	Use Context Clues	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
					On page 16, how do the two accounts of the tsunami that hit Sri Lanka in 2004 differ?	3	Compare	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					According to information on page 27, which would give you more time to escape an approaching tsunami—a watch or a warning? Why?	4	Apply Concepts, Explain	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					According to the timeline on page 25, which tsunami caused the most economic damage to North America?	2	Interpret	RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
					Reread the sidebar "It's a Fact" on page 27. Would this warning system help detect tsunamis caused by landslide? Why or why not?	4	Analyze	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					How would you summarize page 29?	2	Summarize	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
					Reread "If a Tsunami Comes Your Way" on page 29. If you were on the top floor of a beachfront hotel, would you be safe if a tsunami hit? Explain.	2	Infer, Explain	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level
		Letter	Number	Lexile		
8	The Seven Natural Wonders	N	30	770L	What three conditions are necessary to label a place a "natural wonder?"	1
					The Grand Canyon and Victoria Falls are both formed by water. Why did the author include the Grand Canyon in Chapter 1 and Victoria Falls in Chapter 2?	3
					What reasons and evidence does the author use in Chapter 1 to help the reader better understand the Grand Canyon and Mt. Everest?	3
					What text evidence supports the inference that the tectonic plates that formed Mt. Everest are still moving?	3
					What figurative language does the author use to help the reader understand tectonic plates?	1
					How did the formation of Mt. Everest differ from the formation of Parícutin Volcano?	3
					What text and graphic evidence support the conclusion that tectonic plates are located under South Central Africa?	3
					What key details explain how the effects of erosion in the Grand Canyon and at Victoria Falls differ?	3
					What text evidence supports the idea that Victoria Falls is a natural wonder because of its size?	3
					What text evidence explains the events involved in the growth of a coral reef?	3
					What reasons and evidence support the statement that it took millions of years for the reef to reach its present size?	3
					What context clues help the reader understand the meaning of *solar wind* on page 21?	2

DOK Verb(s)	Grade 4 Standard(s)
Identify	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Critique	RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
Cite Evidence	RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
Cite Evidence, Infer	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
Identify	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.
Compare	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
Cite Evidence	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
Cite Evidence, Compare, Cause/Effect	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Cite Evidence, Explain Phenomena in Terms of Concepts	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
Cite Evidence, Explain Phenomena in Terms of Concepts	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
Use Context Clues	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 4 Standard(s)
					What are the three layers of Earth?	3	Explain Phenomena in Terms of Concepts	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What natural events occur as a result of pressure between tectonic plates?	1	Identify	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					After reading page 8, what inference can you draw about the strength of most earthquakes?	2	Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What evidence does the author provide to show that the 1994 Northridge earthquake was destructive?	3	Cite Evidence	RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
					How are the San Andreas Fault and the North Anatolian Fault similar to each other?	3	Compare	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					Why does Scott Rowland think he is a more effective teacher now than he was five years ago?	2	Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
8	Trackers of Dynamic Earth	U	50	950L	What is the process that leads up to a volcanic eruption?	3	Explain Phenomena in Terms of Concepts	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					How are shield volcanoes different from cinder cone and composite volcanoes?	3	Compare, Explain Phenomena in Terms of Concepts	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					How does the presence of water affect a volcanic eruption?	3	Explain Phenomena in Terms of Concepts	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					How did Sarah Gray end up studying coral reefs?	1	Identify	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What reasons does the author provide to explain why sea levels have changed over time?	3	Cite Evidence	RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
					According to the text, what is the main reason that humanity has been able grow and develop on Earth?	2	Infer	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 4 Standard(s)
		Letter	Number	Lexile				
9	The Western States	Q	40	720L	Why might someone who likes to go hiking visit California's Sierra Nevada?	2	Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What details describe how the Great Basin Desert and the Sonoran Desert are different?	3	Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What summary would be appropriate for the information found on page 9?	2	Summarize	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
					How does a rain shadow affect the climate of the western states?	3	Explain Phenomena in Terms of Concepts	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					What evidence does the author give to show why the discovery of gold at a California sawmill was controversial?	3	Cite Evidence	RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
					What context clues help to determine the meaning of the term *hoppers* on page 15?	2	Use Context Clues	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
					After reading page 16, what text evidence supports the idea that some people settled in the western states for religious freedom?	3	Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What context clues help to determine what the word *graze* means on page 17?	2	Use Context Clues	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
					How can you summarize what you might see if you took a trip down the Montana Dinosaur Trail?	2	Summarize	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
					What would make a visit to Bryce Canyon National Park interesting for people taking a vacation?	2	Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					On page 26, the author states that you would not want to go to Death Valley in the summer. What text evidence supports this statement?	3	Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What context clues help to determine the meaning of the term *basin* on page 26?	2	Use Context Clues	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

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		Letter	Number	Lexile				
9	The Southeast	Q	40	730L	Summarize the information on page 4.	2	Summarize	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
					Which details support the main idea that the Appalachian Mountains are a series of mountain ranges that make up a mountain system?	3	Cite Evidence	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
					Read the "It's a Fact" box on the bottom of page 8. What was the effect of the eroding barrier islands?	2	Cause/Effect	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What text evidence from the sidebar on page 9 shows that Huckleberry Fin's fish tale was really possible?	3	Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What context clues help you understand the meaning of the term *tropical* on page 10?	2	Use Context Clues	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
					What details support the main idea that sometimes the Southeast has dangerous weather?	3	Cite Evidence	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
					Using the sidebar on page 13, what evidence explains how the "three sisters" help each other?	3	Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What context clues help to determine the meaning of the term *traded* on page 18?	2	Use Context Clues	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
					How does the chart on page 19 help the reader understand the text?	2	Interpret	RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
					How are the cities of New Orleans, Louisiana, and Nashville, Tennessee, alike?	3	Compare	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What evidence supports the author's statement that your orange juice might be from Florida?	3	Cite Evidence	RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
					Why are the Everglades in danger of drying up?	4	Analyze, Explain Phenomena in Terms of Concepts	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

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		Letter	Number	Lexile				
9	Gold	T	44	750L	What text evidence supports the inference that a piece of gold jewelry will retain its beauty if left outside?	3	Cite Evidence, Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					Based on the graph on page 5, about how much did the price of a troy ounce of gold rise between 1955 and 2005?	2	Interpret	RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
					Based on information in Chapter 2, why do we not extract gold directly from the magma in the mantle of Earth?	1	Report	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					What is the main text structure used by the author in Chapter 2?	1	Identify	RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
					What do the images on pages 12 and 13 suggest about the types of equipment people use in the search for gold?	2	Interpret	RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
					Why did Father Marco Arana campaign against the corporation that planned to open a gold mine near Cajamarca, Peru?	2	Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What context clues help the reader understand the meaning of the word *extract* on page 14?	2	Use Context Clues	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
					On page 16, the author says that ancient people used gold to make ornaments and decorations. What evidence does the author use to support this statement?	3	Cite Evidence	RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
					How does gold compare to copper and silver when it comes to usefulness in computers and cell phones?	3	Compare	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What text and graphic evidence suggest that some people are proud to have gold teeth?	3	Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What text and graphic clues help the reader understand the meaning of *lunar* on page 25?	2	Use Context Clues	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
					What properties of gold make it such a prized material?	1	Identify	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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		Letter	Number	Lexile				
9	The Midwest States	Q	40	770L	What is a summary of the first paragraph on page 3?	2	Summarize	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
					What details support the main idea that the Great Lakes region shares many features?	3	Cite Evidence	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
					What text evidence on page 7 explains the cause of piles of snow in the Great Lakes region?	3	Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What context clues help the reader understand the meaning of the term *dunes* on page 6?	2	Use Context Clues	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
					How does the bar graph on page 10 help the reader understand droughts?	2	Interpret	RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
					What text evidence shows the cause of well-watered fields in drought states?	3	Cite Evidence	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					What evidence on pages 14–15 does the author give to support the reasons that people wanted to move west?	3	Cite Evidence	RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
					What context clues help to determine the meaning of the term *industries* on page 16?	2	Use Context Clues	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
					How does the question and answer on page 18 contribute to an understanding of the text?	4	Analyze	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					Using text evidence, why might tourists like to walk trails in Kansas and Nebraska?	3	Cite Evidence, Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					Why should tourists attend the Iowa State Fair? Use text evidence to support your answer.	3	Cite Evidence, Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What can the reader infer from the statements on page 30 that “interstate highways connect the states of the Midwest” and “many places in the Midwest are air transportation hubs”?	2	Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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		Letter	Number	Lexile				
9	The Great Depression by the Numbers	W	60	840L	Based on the time line on pages 2 and 3, how many years did the Great Depression last? During what year did it affect the most people negatively?	2	Interpret	RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
					What evidence does the author provide to support the statement that "World War I was over and America was feeling good"?	3	Cite Evidence	RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
					How does the graph on page 5 support the idea that the 1920s was a time of great prosperity?	2	Interpret	RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
					What context clues help the reader understand the meaning of *installment* on page 6?	2	Use Context Clues	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
					What text evidence supports the inference that Americans believed the value of successful companies would continue to rise?	3	Cite Evidence, Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What reasons and evidence does the author provide to support the statement that "The Great Depression hit farmers very hard"?	3	Cite Evidence	RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
					What context clues help the reader understand the meaning of *relief* on page 14?	2	Use Context Clues	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
					What text evidence supports the conclusion that Roosevelt was more successful in his appeals to Congress than Hoover had been?	3	Cite Evidence	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					If the NRA had been successful in getting a minimum wage, what is the minimum amount a worker could have made per hour?	1	Identify	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What were several lasting benefits the United States received from the "Alphabet Soup" programs?	1	Identify	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					What natural disaster contributed to high unemployment during the depth of the Great Depression?	1	Identify	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					What event finally brought an end to the Great Depression? What text evidence explains why?	3	Cite Evidence	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 4 Standard(s)
		Letter	Number	Lexile				
9	Along the 21st Century Silk Road	X	60	900L	What details describe that silk was a rare and valuable material?	3	Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					How was the Silk Road like a relay race?	2	Relate	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					Why were camels well suited to travel on the Silk Road?	2	Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					In the process of making the new revolutionary fabric, what happens after the genes of spiders and goats are combined?	1	Identify	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What text evidence supports the inference that the Chinese wanted to control all silk production?	3	Cite Evidence, Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					How do you know that silkworms are sensitive to their environment?	1	Identify	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					What makes you think that silk will continue to be a valuable and important material?	2	Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					How does the author introduce the culture of the Hunza?	3	Critique	RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
					Summarize the diet of the Hunza.	2	Summarize	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
					How has the market at Kashgar changed?	4	Analyze	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					How do you know that Bangladesh doesn't feel safe with India as a neighbor?	2	Infer	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					Why did the Wildlife Conservation Society protest the plans for the modern Silk Road?	2	Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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					How does light create shadows?	3	Explain Phenomena in Terms of Concepts	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					Would an object held over your head have a shadow with fuzzy or sharp edges? How do you know?	3	Explain Phenomena in Terms of Concepts	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					What effect do waves have on a cork floating in the ocean?	2	Cause/Effect	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					How does refraction affect the speed of light?	3	Explain Phenomena in Terms of Concepts	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					After looking at the picture on page 11, why might someone in the desert be tricked by a mirage?	2	Interpret	RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
10	Looking at Light	Q	40	760L	What text evidence provides support for why reflections in a mirror are a reversed image?	3	Cite Evidence	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					How do convex mirrors provide a wide view of the background behind you?	1	Report	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					How are mirrors and lenses similar? How are they different?	3	Compare	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					Would a telescope or microscope be a better choice to examine a grain of sand? Why?	2	Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					Why do volcanic eruptions create more colorful sunrises and sunsets?	3	Explain Phenomena in Terms of Concepts	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					What text evidence provides support for why school buses appear yellow?	3	Cite Evidence	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					How are scientists today using light as a source of energy?	1	Identify	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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					What text evidence supports the idea that a force can cause changes in matter?	3	Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What makes the atom shown in the diagram on page 4 electrically neutral?	4	Apply Concepts, Interpret	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					Why is the girl's hair in the picture on page 5 standing up? What text evidence on page 6 explains this?	3	Interpret, Cite Evidence	RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
					What key details explain why you feel a spark when you touch a metal object after walking across a carpet, but not when you touch a glass or plastic object?	3	Cite Evidence, Explain Phenomena in Terms of Concepts	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					What would happen if the wire inside the light bulb in the circuit on page 13 burned out or broke? Why?	3	Hypothesize	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
10	Working with Electricity and Magnetism	U	50	770L	How is the circuit shown on page 13 different from the circuit you build in *Complete a Circuit*?	3	Compare	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					In step 4 on page 14, why should you not cover the bottom tip of the bulb with tape?	1	Identify	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					What text evidence supports the inference that only a few metals can be used as magnets?	3	Cite Evidence, Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What do the areas around electrically charged and magnetic objects have in common?	3	Compare	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					What text evidence explains why a magnetized needle can be used as a compass?	3	Cite Evidence	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					In steps 5 and 7 on pages 28 and 29, would the nail still pick up paper clips if you reversed the wires taped to the positive and negative ends of the battery? Why or why not?	3	Hypothesize	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					What do you predict would happen if you double the number of coils of wire around the nail in step 9 on page 29?	3	Hypothesize	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

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10	Electricity Adds Up	S	44	870L	What text and graphic evidence supports the inference that a neutron has no charge?	3	Cite Evidence, Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What happens when an object with a charge of +3 is brought near an object with a charge of -2? What text evidence supports your answer?	3	Cite Evidence, Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					What would happen to the light bulb in the diagram on page 9 if the wires were replaced by plastic? How do you know?	4	Hypothesize, Apply Concepts	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					What key detail explains why electrons gain more energy as the voltage increases?	3	Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What information is needed to calculate the amount of voltage in a circuit?	1	Identify	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What context clues help the reader understand the meaning of the word *terminal* on page 14?	2	Use Context Clues	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
					What happens to the resistance in a series circuit if you add more devices? How do you know?	4	Apply Concepts, Cite Evidence	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					A parallel circuit contains a device with a resistance of 10 ohms and another device with a resistance of 30 ohms. What is the relationship between the current flowing through each device?	4	Apply Concepts, Relate	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					What context clues help the reader understand the meaning of *alternative* on page 19?	2	Use Context Clues	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
					What is the voltage of the electric current as it passes over the two transmission towers in the diagram on page 20? How do you know?	4	Apply Concepts, Cite Evidence	RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
					Based on the graph on page 25, what is the relationship between the amount of heat produced by a device and the amount of electric power the device uses?	4	Apply Concepts, Relate	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					A coffee maker draws 9 amps of current and a waffle iron draws 12 amps. What will happen if you plug them into the same electrical outlet in a typical home? What text evidence supports your answer?	4	Apply Concepts, Cite Evidence	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 4 Standard(s)
		Letter	Number	Lexile				
10	Electrifying Personalities	T	44	880L	What text evidence from Chapter 1 supports the inference that Alexander Graham Bell's family influenced his career?	3	Cite Evidence, Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					How does the illustration on page 8 help the reader understand the text?	2	Interpret	RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
					What text structure does the author use on page 8 of Chapter 1? How can you tell?	1	Identify	RI.4.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.
					Why were telegraph operators key to the success of telegraph message transmission?	2	Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What key detail explains why Thomas Edison's mother taught him at home?	1	Identify	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What context clues help the reader understand the meaning of the word *curiosity* on page 12?	2	Use Context Clues	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
					What text structure does the author use on page 17 of Chapter 2?	1	Identify	RI.4.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.
					What text evidence from Chapter 2 supports the inference that Edison worked because he enjoyed it, and not because he needed to earn more money?	3	Cite Evidence, Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What context clues help the reader understand the meaning of the word *convinced* on page 21?	2	Use Context Clues	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
					What is an electromagnetic wave?	1	Define	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
					What text evidence in Chapters 2 and 3 supports the inference that competition among scientists can promote discovery?	3	Cite Evidence, Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					Which features in Chapter 3 help you visualize how people made use of Marconi's invention?	3	Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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					What inference can you draw about how much people knew about electricity in ancient Greece?	2	Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What effect does a lightning rod have on lightning?	3	Explain Phenomena in Terms of Concepts, Cause/Effect	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					What text evidence provides an example of how static electricity is created?	3	Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
					What causes clothes to stick together in a clothes dryer?	3	Explain Phenomena in Terms of Concepts, Cause/Effect	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
10	Snap, Crackle, and Flow	R	40	890L	What is the biggest difference between an insulator and a conductor?	3	Compare	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					What evidence does the author provide to show that electrons are important to making electricity?	3	Cite Evidence	RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
					What is necessary for an electrical circuit to be complete?	3	Explain Phenomena in Terms of Concepts	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					How are a series circuit and a parallel circuit similar?	3	Compare	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					How could you summarize the activity in Chapter 4?	2	Summarize	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
					What text evidence shows that electricity can be dangerous?	3	Cite Evidence	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
					What is the purpose of a circuit breaker?	1	Define	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

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10	Great Inventions and Where They Came From	O	34	930L	What evidence does the author use on page 2 to prove that you use inventions every day?	3
					How do the text features on page 5 help the reader understand the text?	3
					What text evidence on page 6 shows that this book uses a chronological structure to discuss inventions?	1
					What context clues help you understand the meaning of the term *quill* on page 7?	2
					What procedure did the Chinese use in the 8th century to print books?	1
					What inference can readers make about the importance of inventions for transportation?	2
					What were the effects of the invention of the internal combustion engine?	2
					What context clues help to determine the meaning of the term *assembly line* on page 15?	2
					What text evidence on page 16 supports the main idea that “many inventions simply help people have a good time”?	3
					What text evidence supports the main idea that many of Edison’s inventions were improvements upon previous inventions?	3
					What surprising effect occurred when Ruth Wakefield attempted to bake a chocolate butter cookie?	2
					On page 22, what reasons does the author give for readers to look to the future for more inventions?	1

DOK Verb(s)	Grade 4 Standard(s)
Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Critique	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Identify	RI.4.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.
Use Context Clues	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
Identify	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Infer	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Cause/Effect	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
Use Context Clues	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
Cite Evidence	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Cite Evidence	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
Cause/Effect	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Identify	RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.

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Whole Group Text Evidence Questions Correlations

Unit	Week	TRS* Page	Text Evidence Question	DOK Level	DOK Verb	Grade 5 Standard
1	2	50	Reread paragraphs 1–4. You've learned that one of the features of an informative text is a strong beginning. Analyze how the author uses language (including figurative language) to create a strong beginning that "hooks" the reader.	4	Analyze	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). L.5.5a Interpret figurative language, including similes and metaphors, in context.
1	2	51	Reread paragraphs 18–20. You've learned that another feature of an informative text is a strong ending. Analyze how the author uses language to create a strong ending that keeps the reader thinking.	4	Analyze	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). L.5.5a Interpret figurative language, including similes and metaphors, in context.
1	2	56	Reread paragraphs 13–16. Imagine that someone had filed a case similar to Dred Scott's in the 1820s instead of in 1847. What legal and social factors might have contributed to a different ruling in this case? Refer to specific text evidence to support your answer.	3	Hypothesize, Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
1	2	57	Reread paragraphs 11–15. How did the court decisions throughout the Dred Scott case reflect the feelings of the nation in the 1840s and 1850s? Refer to specific text evidence to support your answer.	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
1	2	62	Reread paragraphs 15–16 of "The Dred Scott Decision" and paragraph 3 of "Creating the Constitution." How do you think James Madison would have reacted to Justice Taney's reasoning in the Dred Scott case? Refer to specific evidence from each text to support your answer.	3	Hypothesize, Cite Evidence	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
1	2	63	Reread paragraph 2 and the map in "The Dred Scott Decision" and paragraph 3 of "Creating the Constitution." How do you think James Madison would have felt about the process used for determining whether new territories should be slave or free? Use specific evidence from each text to support your answer.	3	Hypothesize, Cite Evidence	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
1	3	82	Reread paragraph 4. You've learned that persuasive texts use powerful words to influence readers. Cite specific examples of how Thurgood Marshall incorporates this technique in this paragraph.	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
1	3	83	Reread paragraph 11. What powerful words and phrases does Thurgood Marshall incorporate into this paragraph? Cite specific examples.	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
1	3	88	Reread paragraph 7. What can you infer about how Thurgood Marshall feels about the progress made toward equality in the United States? Refer to specific text evidence to support your inference.	2	Infer, Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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Whole Group Text Evidence Questions Correlations

Unit	Week	TRS* Page	Text Evidence Question	DOK Level	DOK Verb	Grade 5 Standard
1	3	89	Reread paragraphs 10–11. What can you infer about the specific policies Thurgood Marshall believed would help "knock down the fences that divide" Americans? Refer to specific text evidence to support your inference.	2	Infer, Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
1	3	94	Reread paragraphs 3–5 of "Voting Rights Act Address" and paragraphs 2–4 of "Liberty Medal Acceptance Speech." Compare and contrast the reasons and evidence Lyndon Johnson and Thurgood Marshall gave to support the idea that we can and should look to our past in our fight to improve our present.	3	Compare, Differentiate, Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
1	3	95	Reread paragraphs 7–12 of "Liberty Medal Acceptance Speech" and paragraphs 6–11 of "Voting Rights Act Address." Compare and contrast the reasons and evidence Thurgood Marshall and Lyndon Johnson used to support their claims that American laws and society needed to evolve.	3	Compare, Differentiate, Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
2	2	148	Reread paragraph 23. Why did the boys feel like "heroes in an instant"? What does their reaction to the town's concern reveal about them?	2	Infer	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. L.5.5b Recognize and explain the meaning of common idioms, adages, and proverbs.
2	2	149	Reread paragraphs 1–3. Why was living on the island so delightful to the boys? What does this reveal about them?	2	Infer	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
2	2	154	Compare the narrative voice in paragraph 2 to the dialect used by the boys in paragraphs 13–20. How do these differences in language affect the overall mood of each scene?	3	Compare, Differentiate	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
2	2	155	Reread paragraphs 21–24. How does the mood change in this section? How does the dialect and figurative language contribute to the mood?	4	Analyze, Connect	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

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Unit	Week	TRS* Page	Text Evidence Question	DOK Level	DOK Verb	Grade 5 Standard
2	2	160	Reread paragraphs 5, 23, and 24. How do the details in these paragraphs reinforce the way Tom and Joe are portrayed in "Games in the Woods"? How do they reveal different aspects of Tom's and Joe's characters?	4	Analyze, Synthesize	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2	2	161	Reread paragraphs 1–3 in "Camp-Life." Based on the details in these paragraphs and "Becky Returns," how would you describe Tom's character?	2	Infer, Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2	3	180	Reread paragraphs 27–39. How do the illustrations that accompany these paragraphs affect the mood of this text? How do they introduce new details that are not mentioned in the text?	4	Analyze, Critique	RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text
2	3	186	Reread paragraphs 7 and 8 in which the author describes Tom's ideas about money. What inferences about can you make about the cost of living (or how much things cost) in the late 1800s based on these paragraphs?	2	Infer, Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2	3	192	Reread paragraphs 27–39. Each of the excerpts you've read from The Adventures of Tom Sawyer reveals a different aspect of Tom's character. How does the description of Tom's character in "Tom's Secret" reinforce or change the picture you've formed of him from the previous chapters?	2	Infer, Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
3	2	50	Reread paragraphs 11–15. How has the development of hybrid corn affected corn production in the United States? What effects might the use of hybrid corn have in the future?	2	Cause/Effect	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
3	2	56	Reread paragraphs 15–17 and refer to the graph "U.S. Corn Production." Based on your reading in paragraphs 15–17, what factors may have contributed to the decline in corn production in 2012?	2	Cause/Effect, Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
3	2	62	Reread paragraphs 4–7 and review the diagram. How do these paragraphs reinforce what you learned in "The Structure of a Corn Plant"? How do they introduce new information?	4	Analyze	RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
3	3	82	Reread paragraphs 1 and 9. Why do you think the author chose to identify the USDA and John Holzfaster as sources in this text? What effect does the presence of these sources have on your evaluation of the author's argument?	3	Assess	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
3	3	88	Reread paragraphs 11–13. Why did the author consider the small field of oats "an unusual sight"?	2	Infer, Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
3	3	94	Reread paragraphs 6–9 and 18–19. Compare and contrast each author's position on the use of GMOs. On what points do they agree or disagree?	3	Compare, Differentiate	RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

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4	2	148	Reread paragraphs 18–23. Identify the simile Mr. Clarke uses to describe Mr. Pendir. How do the story events in this section support the simile the author has chosen?	4
4	2	154	Reread paragraphs 24–25. How does the narrator's point of view in these paragraphs affect the way Mr. Pendir and Gold are portrayed? How might this portrayal be different if the story were narrated by one of the other characters in the story?	3
4	2	160	Reread paragraphs 1–11 of "Justice in Eatonville" and paragraphs 1–7 of "Gold Country." While "Gold Country" is told from the point of view of someone who has just come to a strange new country, "Justice in Eatonville" is told from the point of view of someone who is already familiar with her surroundings. How do these different points of view affect the way the events of the story are presented?	3
4	3	180	Reread paragraphs 10–15. What can you infer from the story detail in paragraph 13?	2
4	3	186	Reread paragraphs 36–42. How does the adage Miguel quotes from Esperanza's Papa show his point of view? How does Esperanza's simile about her life in paragraph 42 help us understand Esperanza's point of view?	4
4	3	192	Reread paragraphs 36–48 of "Asparagus" and paragraphs 1–11 of "Justice in Eatonville." Identify the narrator's point of view in each of these stories, and discuss how this point of view affects the way the story events are described.	3
5	2	50	Reread lines 1–12 of "The Secret of the Machines." The introduction to this poem tells you it is written from the perspective of a machine. How do the structure, rhythm, and rhyme scheme of this poem help support this picture of the narrator?	4
5	2	56	Reread lines 1–19 of "Skyscraper." How do the structure, rhythm, and descriptive details in these lines help reinforce the narrator's statement that the skyscraper "has a soul"?	4

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DOK Verb	Grade 5 Standard
Analyze, Connect	RI.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. RI.5.5a Interpret figurative language, including similes and metaphors, in context.
Assess, Hypothesize	RI.5.6 Describe how a narrator's or speaker's point of view influences how events are described.
Compare, Differentiate, Assess	RI.5.6 Describe how a narrator's or speaker's point of view influences how events are described. RI.5.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.
Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Analyze	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. RI.5.5a Interpret figurative language, including similes and metaphors, in context.
Compare, Cite Evidence	RI.5.6 Describe how a narrator's or speaker's point of view influences how events are described. RI.5.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.
Analyze, Connect	RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
Analyze, Connect	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

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5	2	62	Reread the last stanza of "The Secret of the Machines" and the first stanza of "Skyscraper." How does Sandburg's poem support and expand upon the ideas at the end of Kipling's poem?	4
5	3	82	Reread paragraphs 4–9. Why do you think the author sees the inventions of the spinning jenny, spinning mule, and cotton gin as the beginning of the Industrial Age? How did these inventions influence other developments of the Industrial Revolution?	4
5	3	88	Reread paragraphs 15–17. What problems did the introduction of the Bessemer method solve? How did this solution affect the development of the Industrial Revolution?	3
5	3	94	Reread paragraphs 10–20 of "The Making of the Industrial Age" and the first stanza of "The Secret of the Machines." What new developments of the Industrial Revolution are reflected in Kipling's poem? Link the images and language used in Kipling's poem to specific technologies mentioned in "The Making of the Industrial Age." Compare and contrast each author's point of view on these developments.	3
6	2	148	Reread paragraphs 1 and 8. How does the author's use of language in these paragraphs establish the challenge that Buck faces? How does his response help reveal the story's theme?	4
6	2	154	In paragraph 2, the narrator tells us that Buck learns "an unforgettable lesson" from the dog fight he witnesses. What is the lesson? How is Buck able to apply this lesson later in the story?	3
6	2	160	Now that you've analyzed the characters and story events of "The Law of Club and Fang," what do you think the author is trying to tell you about survival? How is this lesson about survival different from the one taught by "Androcles and the Lion"?	4

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DOK Verb	Grade 5 Standard
Connect, Synthesize	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. RL.5.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.
Connect, Critique	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Draw Conclusions, Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Compare, Differentiate, Connect, Cite Evidence	RL.5.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics. RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Analyze, Cite Evidence	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
Cite Evidence, Infer	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Apply Concepts, Connect, Differentiate	RL.5.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.

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Unit	Week	TRS* Page	Text Evidence Question	DOK Level
6	3	180	Reread paragraphs 5–9. How does the author use descriptive language, point of view, and illustrations to establish the seriousness of the challenge Julie faces?	4
6	3	186	Reread paragraphs 1–13. The narrator explains that Eskimos had thrived "by using the plants, animals, and temperature" in the Arctic. Identify how Julie is able to use (or plans to use) plants, animals, and temperature to help her survive the challenges she faces in this story, and how this relates to the story's theme.	4
6	3	192	Reread paragraphs 13–19 of "Julie Fights for Survival." Compare the fate of Jello to that of Curly in paragraphs 2–4 of "The Law of Club and Fang." How are they the same? How are they different? How do the experiences of these characters relate to the theme of survival?	3
7	2	8	Reread the first narrative on page 13 and the textbook excerpt on page 17. How do the details in these primary sources support the information in paragraph 18 of "The Nation at War?"	4
7	2	11	Reread paragraphs 5-6. How does the inclusion of this narrative increase your understanding of the experiences of World War II soldiers in a way that a secondary account could not?	4
7	2	14	Reread paragraphs 1 and 7–12 of "The Nation at War" and review the Week 1 readings "Yankee Doodle Boy" and "Road to Revolution." Using what you've learned from these texts, discuss how the conflict between the American colonists and the British over taxes, regulations, and representation paved the way for the creation of The United States of America.	4

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DOK Verb	Grade 5 Standard
Analyze, Connect, Cite Evidence	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described. RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text
Analyze, Connect, Cite Evidence	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
Compare, Differentiate, Cite Evidence	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. RL.5.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.
Synthesize	RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Critique, Hypothesize	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
Analyze, Synthesize	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

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Unit	Week	TRS* Page	Text Evidence Question	DOK Level	DOK Verb	Grade 5 Standard
7	3	8	Reread paragraphs 6–8. How do details provided in Samuel Cabble's letter and in paragraph 7 support Frederick Douglass's statement that African American soldiers had "earned the right to citizenship"?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
7	3	11	Reread paragraphs 10–16. How does the inclusion of Amanda Akin's diary increase your understanding of the experiences of Civil War nurses in a way that a secondary account could not?	4	Critique, Hypothesize	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
7	3	14	Reread paragraphs 9–16 of "A New Kind of War" and review the Week 1 readings "The Battle of Olustee" and "Fighting for Freedom." Using what you've learned from these texts, discuss how the conflict between the North and the South over the issue of slavery reshaped the roles of women and African Americans in American society.	4	Analyze, Synthesize	RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
8	2	148	A legend focuses on an individual's powers. Reread paragraphs 9–15 of "The Pagoda on the Hill of the Imperial Springs." How would you describe the Prince of Yen and his powers?	3	Cite Evidence, Draw Conclusions	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
8	2	154	Reread paragraphs 10–15 from "The Pagoda on the Hill of the Imperial Springs." Identify two or more similes and explain how these similes help you visualize the events of the story.	4	Analyze, Cite Evidence	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. L.5.5a Interpret figurative language, including similes and metaphors, in context.
8	2	160	Reread "The Water Famine" and "The Pagoda on the Hill of the Imperial Springs" (paragraphs 10–15). Compare and contrast the supernatural characters in both legends and the role the characters play in story events.	3	Compare, Differentiate	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
8	3	180	Reread paragraphs 4–8. What impact would the disappearance of plankton and algae have on humans?	2	Infer, Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
8	3	186	Reread paragraphs 9–12. If the oceans were to disappear, how would that affect our ability to breathe?	2	Infer, Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
8	3	192	Reread paragraphs 16–19 and "Water-Wise Landscaper." How do Earth's water supply and climate affect one another?	2	Cause/Effect	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
9	2	50	Reread paragraphs 1–9. How did the author incorporate both primary and secondary sources to explain the social and economic differences that gave rise to the Great Migration?	3	Differentiate, Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

*Teacher's Resource System (TRS)

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Unit	Week	TRS* Page	Text Evidence Question	DOK Level
9	2	56	Reread paragraphs 10–17. Why do you think the author chose to give this long section the subject heading “Success in the North?”	2
9	2	62	Reread paragraphs 10–16 of “The Great Migration and the Growth of Cities” and “The Founding of Chicago.” Using information from these sources, discuss the problems and solutions African Americans faced in the settlement and development of the city of Chicago.	4
9	3	82	Reread paragraphs 1–5. How does the author use primary and secondary sources to illustrate the decline of some American cities after the 1950s?	3
9	3	88	Reread paragraphs 6–10. Why do you think the author chose to give this section the subject heading “Lowell, Massachusetts: Creative Solutions”?	2
9	3	94	Reread “Chicago: An American Hub” and paragraphs 6–19 of “Old Cities Revitalize.” How do the examples of Chicago, Lowell, Baltimore, and Pittsburgh, demonstrate that economic changes have an impact on cities?	4
10	2	8	Reread paragraph 2 and the diagram at the bottom of page 14. How does the diagram help you understand change of state described in paragraphs 2 and 3?	2
10	2	11	Reread paragraph 1 and look at the “Slicing, Crushing, Shaving” diagram. Using the example changes outlined in paragraph 1, describe everyday physical changes that we see all around us.	4
10	2	14	Reread paragraphs 1–2 of “John Dalton: Father of the Atomic Theory” and paragraphs 1–2 of “Matter Is Everywhere!” How is the emphasis of each text different?	3
10	3	8	Reread the paragraph and the illustration “Energy Flow.” How do you think the illustration expands upon and explains the ideas mentioned in the text?	2
10	3	11	Reread paragraphs 3–4. What inferences can the reader draw regarding opportunities for women and people of color in the 1920s and 1930s?	2
10	3	14	Reread “John Dalton: Father of the Atomic Theory,”and then read the sidebar “Cholesterol Chemistry” on page 28 of “Marie M. Daly: Biochemistry Pioneer.” How is Dalton’s atomic theory relevant to Marie Daly’s work linking the chemical reactions during digestion to human health?	2

*Teacher’s Resource System (TRS)

DOK Verb	Grade 5 Standard
Infer, Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Analyze, Cite Evidence	RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Cite Evidence	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Infer, Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Connect, Synthesize	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Interpret, Infer	RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
Apply Concepts, Interpret, Describe	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Compare	RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Interpret, Infer	RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Relate	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 5 Standard(s)
		Letter	Number	Lexile				
1	Shaping the Constitution	S	44	690L	What was the purpose of Articles of Confederation?	2	Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					After reading page 5, what can the reader infer about the Articles of Confederation?	2	Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What happened after farmers petitioned the state of Massachusetts?	2	Cause/Effect	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What details outline the goal of the Constitutional Convention?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					How did Madison make sure that one branch of government wouldn't become too powerful in the Virginia Plan?	2	Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					How was the New Jersey Plan different from the Virginia Plan?	3	Compare	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What caused political parties to form?	2	Cause/Effect	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					After reading page 21, what evidence supports the idea that Federalists and Anti-Federalists fought a war of words?	3	Cite Evidence	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What text evidence supports the inference that people in many states were nearly equally divided on the issue of the Constitution?	3	Cite Evidence, Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					How can people in the U.S. change their government?	4	Analyze	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What is the system of checks and balances?	1	Define	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What context clues help to determine the meaning of the term amendment on page 27?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 5 Standard(s)
		Letter	Number	Lexile				
1	Opinions About Freedom of Speech	U	50	800L	What key details support the idea that American colonists worked hard to gain freedom of speech?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What context clues help you know what *disputes* means on page 5?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					What text evidence describes the restrictions on free speech in the United States?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					Summarize the suit that Mr. Jones filed against Mr. Smith in "Dry Cleaner Sues Customer." Use text evidence to explain why Mr. Jones is angry.	3	Cite Evidence, Summarize	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
					What text evidence on pages 7 and 8 supports the inference that freedom of speech is a complicated topic?	3	Cite Evidence, Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					Summarize why Nancy Bates believes that Tommy Logan had no First Amendment right to shout "fire" in the movie theater.	2	Summarize	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
					What text evidence on pages 13 and 14 describes Tommy's strongest defense in the case against him?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What is the main idea about opinion essays on page 15? Use key details to support your answer.	2	Infer	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
					What reasons does the author of the Opinion 1 essay use to support the point that Smith and Logan are both wrong?	3	Cite Evidence	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
					What evidence does the author of the Opinion 2 essay provide to support the point that Smith and Logan are both right?	3	Cite Evidence	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 5 Standard(s)
		Letter	Number	Lexile				
1	Amending the Constitution	T	44	820L	How did John Peter Zenger's experience illustrate the need for a list of citizens' rights?	2	Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What details describe the reason the Constitution was signed without a bill of rights?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					After reading page 7, how would you summarize how the Federalists and Anti-Federalists compromised?	2	Summarize	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
					What text evidence on page 8 helps the reader understand that Congress was only interested in addressing specific rights and freedoms of citizens when drafting the Bill of Rights?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					Why wouldn't Anne Hutchinson be punished for her actions if she did them today? Support your answer with text evidence.	4	Analyze, Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What context clues help to determine the meaning of the term *petition* on pages 12–13?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					After reading page 14, what text evidence supports the idea that citizens had experienced a limit to their right to bear arms?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What context clues help to determine the meaning of the term *quartered* on pages 16–17?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					How can you summarize the Fifth Amendment?	2	Summarize	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
					How is a civil case similar to and different from a criminal case?	3	Compare	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					Why is excessive bail mentioned in the Bill of Rights as a right or freedom that should be named in the Constitution?	2	Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What context clues help to determine the meaning of the term enumeration on page 26?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 5 Standard(s)
		Letter	Number	Lexile				
1	Women Justices of the Supreme Court	R	40	860L	How did Sandra Day O'Connor's parents try to help her succeed in life? Find text evidence to support your answer.	2	Cite Evidence, Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					On page 4, O'Connor said as a female lawyer, she ". . . got a dose of women's reality for that era." Explain the expression and use text evidence to tell what O'Connor meant.	4	Analyze	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					What text evidence on page 5 supports the inference that O'Connor wanted fair and equal rights for people?	3	Cite Evidence, Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What details support the main idea that Ruth Bader Ginsburg overcame challenges to succeed in law school?	3	Cite Evidence	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					On page 10, what clues help you know the meaning of *prejudice?*	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					What does Ginsburg think about her parents? Use text evidence to support your answer.	3	Cite Evidence, Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What does the term *appealed* mean on page 14? What context clues help you know the meaning?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					What three challenges did Sonia Sotomayor face when she decided to become a lawyer?	1	Identify	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What text evidence shows that Sotomayor cared about helping others when she was a lawyer?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What evidence in the text supports the idea that Elena Kagan's parents were a big influence in her life?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					How did Kagan's experience teaching law in Chicago affect her career as a Supreme Court justice? Find text evidence to support your answer.	3	Cite Evidence, Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 5 Standard(s)
		Letter	Number	Lexile				
1	Math in a Democracy	U	50	860L	What is the relationship between the executive branch and legislative branch of the federal government?	2	Relate	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					How is the selection of members of the judicial branch different from the selection of members of the legislative branch?	3	Compare	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What context clues help you understand the meaning of the term *unruly* in the "It's a Fact" feature on page 14?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					What was the relationship between the Vietnam War and the Twenty-sixth Amendment?	2	Relate	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What text evidence explains the role of political parties in a democracy?	3	Cite Evidence	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					Which text evidence does the author use to explain how voting has changed since the 18th century?	3	Cite Evidence	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What context clues help to determine the meaning of the term *taxes* on page 22?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					Which text evidence supports the inference that members of Congress do not like to raise taxes because they are concerned about being elected again?	3	Cite Evidence, Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					How does the federal government decide how to spend its money?	4	Analyze	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					Which text evidence supports the inference that people today care less about voting than people in the past did?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					Reread the last paragraph on page 29. What is the author's purpose in including this paragraph?	3	Critique	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 5 Standard(s)
		Letter	Number	Lexile				
1	American Beginnings	R	40	NP	When and where does the story take place?	1	Identify	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					How do the citizens and the British soldiers differ in their ideas about the colonists' actions?	3	Compare	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What text evidence supports the idea that King George didn't care what the American citizens thought or wanted?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					Under what conditions would the Americans have been willing to pay taxes?	4	Analyze	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					How are the events in Scene 5 related to the events in Scene 3?	2	Relate	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What text evidence summarizes why the Minutemen were able to defeat the British so easily?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
					What context clues help the reader understand the meaning of the word *proposed* on page 24?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					Why did Betsy Ross include both stars and stripes in the American flag?	2	Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What text evidence helps the reader understand how Delegates differed from regular Citizens on page 27?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					For what reason did Jefferson write the Declaration of Independence?	2	Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What text evidence describes the three truths that Jefferson said were "self-evident"?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What text evidence supports the inference that the Declaration of Independence did not make all Americans free and equal?	3	Cite Evidence	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 5 Standard(s)
		Letter	Number	Lexile				
2	Atalanta's Race, King Midas and the Golden Touch, The Flight of Daedalus and Icarus	R	40	790L	How did King Midas get the opportunity to make a wish?	1	Identify	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What lesson did Atalanta learn?	1	Identify	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					After reading page 8, what can the reader infer about Aphrodite and the other gods?	2	Infer	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
					What context clues help you understand the meaning of the term *satyr* on page 12?	2	Use Context Clues	RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
					What details support the idea that Daedalus was an intelligent man?	3	Cite Evidence	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text
					What event in nature does the myth "The Flight of Daedalus and Icarus" explain?	3	Explain Phenomena in Terms of Concepts	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
					In what way is the river important to the story of "King Midas and the Golden Touch?"	3	Critique	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
					What context clues help to determine the meaning of the term *labyrinth* on page 16?	2	Use Context Clues	RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
					How did Daedalus's decision to help Theseus actually hurt him and his son?	2	Infer	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text
					When Midas wishes for the golden touch, Dionysus smiles and asks if he is certain that this is what he wants. What can the reader infer about Dionysus from his words and action?	2	Infer	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text
					In what way are King Iasion and King Midas similar?	3	Compare	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text
					How is Icarus's fate different from that of Hippomenes and Midas?	3	Compare	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 5 Standard(s)
		Letter	Number	Lexile				
2	Daniel Boone, Sal Fink, Paul Bunyan	R	40	840L	What made Daniel Boone think a storm was coming?	1	Identify	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					How can the reader determine that this story is a tall tale?	2	Classify, Define	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
					How does the reader know that Daniel is a kind and humane person?	2	Infer	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text
					What does the phrase *after a spell* mean in the context of this tall tale on page 10?	2	Use Context Clues	RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
					What makes the reader think Sal loved the Mississippi River?	3	Cite Evidence	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text
					How does the story use hyperbole, or humorous exaggeration, to describe Sal's voice?	3	Critique	L.5.5a Interpret figurative language, including similes and metaphors, in context.
					How was Sal able to defeat the pirates who captured her?	1	Identify	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					In what ways were Sal's and Daniel's problems similar and in what ways were they different?	3	Compare	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text
					What phrase tells the reader that the bear has given up in the story of Daniel Boone?	1	Identify	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					How did Paul Bunyan show that he was a gentle giant?	1	Identify	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text
					How did Paul and Babe's logging business help to build the country?	2	Infer	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					How are the themes of each of the three stories similar?	3	Compare	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

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2	A Tail for a Tail	U	50	900L	Based on the map on page 3, in what states did the Cherokee people live?	2	Interpret	RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text
					After reading pages 7 and 8, what can the reader infer about why Taludu the Cricket is willing to help Rabbit?	2	Infer	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text
					Why is Possum so easily fooled by Rabbit? What text evidence supports this answer?	4	Analyze, Cite Evidence	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text
					Why couldn't Possum see his tail until the dance?	2	Infer	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What context clues help the reader understand the meaning of *gloating* on page 14?	2	Use Context Clues	RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
					Why did Rabbit keep his tail in the water for so long? How does the illustration on page 18 support this answer?	2	Interpret	RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text
					What key details explain how Rabbit was the same and different after the tail-fishing contest?	3	Cite Evidence	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text
					What text and picture clues help the reader understand why Rabbit wanted the antlers?	2	Interpret	RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text
					What key details explain what Rabbit did to make sure he could beat Deer in the race?	3	Cite Evidence	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					Did Rabbit learn his lesson about pride as a result of being tricked by Fox and the other animals? Why or why not? Use text evidence to support your inference.	4	Analyze, Cite Evidence	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text
					What details from each of the three stories support the idea that pride leading to folly was a theme of all the stories?	3	Cite Evidence	RL.5.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.

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		Letter	Number	Lexile				
2	Abimanyu, Mulan	V	60	920L	Why did the Kaurava stage an attack to the north before issuing the challenge of the Chakravyuha to the Pandavas?	2	Infer	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					Why did Yudhisthira insist that the Pandavas still had to fight, even without Arjuna there to lead them?	2	Infer	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text
					What context clues help define the word *deter* on page 12?	2	Use Context Clues	RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
					What text evidence supports the inference that the Kauravas were not as honorable as the Pandavas?	3	Cite Evidence, Infer	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					In which way are Duryodhana and Arjuna similar?	3	Compare	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text
					Which feature of a legend is used at the end of “Abimanyu”?	1	Identify	RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
					Which text evidence supports the inference that Mulan was different from other wellborn girls?	3	Cite Evidence, Infer	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text
					What challenge does Mulan have to overcome?	1	Identify	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
					Look at the word *valiantly* on page 24. What context clues help determine its meaning?	2	Use Context Clues	RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
					How do Mulan’s views of being a woman change from the beginning of the tale to the end of the tale.	4	Analyze	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text
					What is a common theme in both the legends of “Abimanyu” and “Mulan”?	3	Compare, Identify	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. RL.5.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.
					What character traits do Abimanyu and Mulan have in common?	3	Compare, Identify	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text

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		Letter	Number	Lexile				
2	Courage	V	60	930L	Why does the term *ethical dilemma* apply to Sofia's decision in Into the Fire?	2	Infer, Define	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					Based on the text on page 5, what can you conclude about the difference between Madeline's and Sofia's attitude toward others?	3	Draw Conclusions, Compare	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					Why were Sofia's actions during the fire surprising?	2	Infer	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What can you infer about the supervisor based on how she treated the girls?	2	Infer	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					How did Patricia's parent's reactions to her request differ? On what did they base their answer?	3	Compare, Explain	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What does the reader learn from the description of the people demonstrating against Patricia and her friends?	2	Infer	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
					What do Patricia's actions suggest about the theme of the story? What details support the theme?	3	Cite Evidence, Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What context clues help the reader understand why both Zachary and Stephen had a dilemma?	2	Infer	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					Why didn't replacing Zachary's damaged clubs solve his problem?	2	Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					How were the risks that Sofia, Patricia, and Stephen took similar? How were they different?	3	Compare	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What text evidence demonstrates how the authors of Arguments 1 and 2 interpret the same plot actions in opposite ways?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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		Letter	Number	Lexile				
2	Robin Hood Saves Will Stutely	S	44	NP	How has the tale of Robin Hood changed through the years? Use text evidence to explain your answer.	4	Analyze, Cite Evidence	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What clues help you know the meaning of *vain* in the ballad on page 5?	2	Use Context Clues	RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
					In the ballad, what key details support the theme of loyalty within the band of merry men?	3	Cite Evidence	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
					Describe the structure of the ballad and how it tells the story of Robin Hood. Find text evidence to support your answer.	3	Cite Evidence, Classify	RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
					Summarize what happens at the beginning of Chapter 4 in the 19th-century fiction story of Robin Hood. Use text evidence to support your summary.	3	Summarize, Cite Evidence	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
					Why does Will Stutely search the crowd of people at the castle? Use text evidence to explain why he is disappointed.	3	Cite Evidence, Infer	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					How is the theme of good versus evil portrayed in the fiction story? Use key details to support your answer.	3	Critique, Cite Evidence	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
					How does the fiction story use a different structure to tell the same story as the ballad? Find text evidence to support your answer.	3	Compare, Cite Evidence	RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
					What does the term *summoned* mean on page 14? What context clues help you know the meaning?	2	Use Context Clues	RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
					How do you know the setting of the graphic novel has changed on page 15? Use text evidence to support your answer.	3	Critique, Cite Evidence	RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
					Summarize what happens when Will sees Little John at the top of page 18.	2	Summarize	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

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3	What Makes a Plant a Plant?	Q	40	760L	What way have scientists devised to keep track of all types of organisms?	1	Identify	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What principle do scientists use to group organisms together?	1	Identify	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What is an essential difference between a plant cell and an animal cell?	3	Compare	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					Why are cells called “building blocks”?	2	Infer	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					What is the relationship between how plants take in water and how they are grouped?	2	Relate	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What does the term *adaptations* mean on page 24? What context clues help you know the meaning?	3	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					Why do nonvascular plants live close to the ground?	2	Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What do ferns have in common with seed plants and nonseed plants?	3	Compare	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					Why do some plants become extinct?	2	Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					How do some plants protect themselves from animals and insects?	2	Infer	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What newer classification systems are used to group plants?	1	Identify	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					Why do scientists say that DNA is like a ladder? Use the sidebar on page 29 to support your answer.	3	Cite Evidence, Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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3	Cells	V	60	850L	What do all living things have in common?	2	Classify, Define	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					After reading page 5, what can the reader infer about how well people understood cells during Leeuwenhoek's life?	2	Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What effect did improvements to microscopes have on scientists' understanding of cells?	2	Cause/Effect	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What was similar about the discoveries of Matthias Schleiden and Theodor Schwann?	3	Compare	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What do organelles do with substances brought into a cell?	3	Explain Phenomena in Terms of Concepts	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What text evidence supports the idea that a cell's components all depend on one another?	3	Cite Evidence	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What conclusion can you draw about the role DNA plays in making different types of cells?	3	Draw Conclusions	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What are the most important differences between plant and animal cells?	3	Compare	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					Harmful bacteria tend to grow in what kind of environment?	1	Identify	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What evidence does the author give to prove that not all bacteria are harmful to humans?	3	Cite Evidence	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
					What text evidence does the author provide to explain how protists can act like both animals and plants?	3	Cite Evidence	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
					What is a virus, and how does it function?	1	Define	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area

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3	Plant Atlas	Q	40	870L	After reading page 4, what are the main ways plants are different from one another?	3	Compare	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What details describe how lichen help other plants in the Arctic?	3	Cite Evidence, Relate	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					How are the plants in the canopy of the tropical rain forest different from the plants on the forest floor?	3	Compare	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What happens to fig trees that cannot reach the canopy?	1	Identify	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What are the conditions in the temperate rain forest?	1	Identify	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					After reading page 16, what text evidence supports the idea that there aren't many threats to the trees in the temperate rain forest?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What context clues help you understand the meaning of the term *evergreen*?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					What happens after a sugar maple lies dormant in the winter?	1	Identify	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					Why are fires important to grasslands?	2	Infer	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What conditions are shared by both savannahs and prairies?	3	Compare	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					How do desert plants get enough water to live?	3	Explain Phenomena in Terms of Concepts	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					After reading page 30, what text evidence supports the inference that it is easier to grow plants that are found in your biome?	3	Cite Evidence, Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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3	Plants We Use	S	44	870L	What text evidence explains the relationship between photosynthesis and human use of plants as food?	3	Cite Evidence, Relate	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What three things do plants need to produce food?	1	Identify	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					Based on the text and graphics on pages 4 and 5, what are four flowering plants in addition to rice, wheat, and corn that are used for food around the world?	2	Interpret, Identify	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What context clues help the reader understand the meaning of *processed* on pages 6 and 10?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					How did early humans use plants in their shelters in locations where wood was scarce?	1	Identify	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What text evidence supports the author's statement that plant materials "make excellent roofing materials"?	3	Cite Evidence	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
					What text and graphic evidence supports the inference that plant materials must be processed in some way before they become products that are useful to humans?	3	Cite Evidence, Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What are three plant parts that can be made into clothing fibers?	1	Identify	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What context clues help the reader understand the meaning of *shaman* on page 25?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					What key details explain how synthetic medicines are different from natural plants?	3	Compare, Cite Evidence	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What text evidence on page 27 supports the inference that many manufactured medicines were originally found in plants?	3	Cite Evidence, Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					How does the activity on page 30 support the statement on page 21 that recycling paper is expensive?	2	Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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3	Growing a Kitchen Garden	N	30	980L	What key detail explains why you can grow a kitchen garden at any time of the year?	1	Identify	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What context clues help the reader understand the meaning of *projects* on page 3?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					What text evidence in Chapter 2 answers the question on page 3 about whether carrots are really good for your eyes?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What does the photograph at the bottom of page 5 help the reader better understand in the text?	2	Interpret	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What three things do most tangerines, lemons, limes, and grapefruits have in common?	3	Compare	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					How is Step 4 different in Chapters 2 and 3? What key detail explains this difference?	3	Compare, Identify	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					How is growing an avocado pit different from growing orange seeds?	3	Compare	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					Why does the author call an avocado a fruit?	2	Infer, Define	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What steps are included in growing all of the plants in chapters 3, 4, and 5?	3	Compare, List	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					How does a bulb of garlic differ from an onion bulb?	3	Compare	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What is the main difference between a regular potato and a sweet potato?	3	Compare	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					Why can you grow more plants from one sweet potato than from one avocado?	3	Explain Phenomena in Terms of Concepts	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 5 Standard(s)
		Letter	Number	Lexile				
3	Plant Genetics	T	44	990L	What makes the cells of plants so important?	1	Identify	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What details describe why all apple seeds are similar to one another?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					After reading page 7, summarize how agriculture started.	2	Summarize	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What text evidence on page 8 helps the reader understand why the Tigris and Euphrates rivers were so important to the growth of agriculture?	3	Cite Evidence	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					Why isn't the wheat we eat today like the wheat that was grown thousands of years ago? Support your answer with text evidence.	3	Compare, Cite Evidence	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What context clues help to determine the meaning of the term *hybrid* on page 14?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					After reading pages 14–15, what text evidence supports the idea that not all hybrids are successful?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					How can you summarize the work of Gregor Mendel?	2	Summarize	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
					What context clues help you determine the meaning of the term *DNA*?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					How can DNA make a red rose look different?	3	Explain Phenomena in Terms of Concepts	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What evidence does the author give that we still don't know everything about genes and how DNA works?	3	Cite Evidence	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
					What context clues help to determine the meaning of the term *poisonous* on page 29?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 5 Standard(s)
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4	The Trail of Tears	V	60	1060L	What text evidence describes two important reasons why Andrew Jackson believed that the tribes should be moved west of the Mississippi?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What was Andrew Jackson's attitude about American Indians? What text evidence supports your answer?	3	Cite Evidence, Infer	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What are the similarities between the arguments against the Indian Removal Act in "A Voice of Compassion and Reason" on page 7 and the "Letter from Ralph Waldo Emerson" on page 14?	3	Compare	RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
					What inference can you draw about why the Choctaw and Creek Nations signed the treaties with the government?	2	Infer	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What types of examples does John Burnett use on pages 14 and 15 to support his opinions about the Indian Removal Act?	1	Identify	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
					What text evidence explains why the Cherokees who died on the trail were buried in unmarked graves?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What text evidence describes ways in which the Seminoles differed from the other four tribes who were removed from their land?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What context clues help the reader understand the meaning of *The Trail of Tears*?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					What events led to even further losses of tribal lands and independence?	1	Identify	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What text evidence does the author of Opinion 1 use to support his or her arguments about the "untrue claims" made by President Jackson?	3	Cite Evidence	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

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		Letter	Number	Lexile				
4	The Secret Language of Elephants	T	44	730L	Why did Trevor feel "like a nervous parent"? What context clues support your answer?	2	Use Context Clues	RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
					What text evidence supports the inference that the Tendaji Reservation was far from the city life Trevor is used to?	3	Cite Evidence, Infer	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					How does the author set apart Trevor's thoughts from the rest of the text?	3	Critique	RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.
					How do Trevor's actual feelings about being in Kenya differ from what his parents think he is feeling?	3	Compare	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text
					Use context clues to find the meaning of *Bahati nzuri* on page 10 and *Amelala* on page 11.	2	Use Context Clues	RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
					Why was Jelani confused by some of the things Trevor said to Asha?	2	Infer	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text
					What is the goal of the Tendaji Reservation?	1	Identify	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					Based on the elephants' actions in the story, what does it mean when elephants flap their ears?	2	Infer	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					How did the roles that Trevor and Ella played in Asha's life differ?	3	Compare	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text
					In what ways does Asha behave like a human baby?	3	Compare	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What can you infer from Trevor's answer to his mother suggesting that he play with other kids on the reservation?	2	Infer	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text
					In what ways were Trevor and Asha's experiences similar?	3	Compare	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text

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4	The Dog Did My Homework; Bigger	Q	40	790L	Where does the story take place?	1	Identify	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text
					What details describe why Bart the dog can talk?	1	Identify	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					After reading page 9, what can the reader infer about how Bart felt about the birthday party on the moon?	2	Infer	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What context clues help the reader understand the meaning of the term *annoyed* on page 10?	2	Use Context Clues	RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
					What details describe how Bart wrote the paper?	1	Identify	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What can the reader learn about Bart's character on page 12?	2	Infer	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text
					After reading page 15, what text evidence supports the idea that Tau Ceti's sun is more dangerous?	1	Identify	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What context clues help to determine the meaning of the term *magnified* on page 16?	2	Use Context Clues	RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
					According to page 16, when does this story take place?	1	Identify	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text
					What is similar about the setting of both stories?	3	Compare	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text
					How are the endings of both stories similar?	3	Compare	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text
					What does the bottom of page 16 tell about Maria's character?	2	Infer	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 5 Standard(s)
		Letter	Number	Lexile				
4	Interpreting Our Dreams	U	50	880L	What detail on page 3 supports Alyssa's feeling of being confused?	1	Identify	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What evidence from the text supports the idea that Alyssa is having an anxiety dream?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What details in Alyssa's dream from January 29 are confusing and disorienting to her?	1	Identify	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What details from Alyssa's dreams support the idea that she has a fear of public speaking?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					On page 10, Alyssa stammers. What is she doing? What clues help the reader know?	2	Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What is the main idea of Samantha's first dream?	2	Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					How does Samantha feel in her second dream? What details support this conclusion?	3	Draw Conclusions, Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					How is Samantha's third dream related to her real life?	3	Compare	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What does the term *exhilarating* mean? What context clues help the reader understand its meaning?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					What details from Mayur's first dream support his conclusion that the dream is telling him to be a better listener?	3	Cite Evidence, Draw Conclusions	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What does it mean to "call in reinforcements"? What clues in the text help the reader understand the meaning?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area

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		Letter	Number	Lexile				
4	Perspectives of the American Revolution	T	44	920L	Why do some historians believe that the Revolutionary War was also a civil war?	2	Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					Why is the slogan "No taxation without Representation" a good one for the Patriots?	2	Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					How does Josiah Wainwright's description of the Boston Massacre influence the reader?	3	Critique	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
					How did the Patriots' feeling about the Boston Tea Party contrast with the British perspective?	3	Compare	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					In "Words of a Loyalist," what does the writer compare the colonists' relationship with England to?	1	Identify	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					How does the Loyalist account of the Boston Massacre differ from the Patriot's account?	3	Compare	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					Why does James Bristol feel that England is justified in taxing the colonists?	2	Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					Why is Bristol's comparison of the colonies to England's children unsatisfactory to the Patriots?	2	Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					Why were groups such as the Quakers and Mennonites unwilling to go to war?	2	Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					Why did Reverend Nathanial Thomas, the neutralist, call the American Revolution a "civil war"?	2	Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					Why might the author of "Words of a Neutralist: 'Let Us Live in Peace!'" agree that terrible crimes have been committed on both sides?	2	Infer	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
					How does neutralist Reverend Thomas' solution contrast with the Patriot's ideas?	3	Compare	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

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		Letter	Number	Lexile				
4	The Trouble with Northrup...	T	44	NP	What is Gramps's point of view on Northrup's problem?	1	Identify	RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.
					How are Auntie and Dad's views on Northrup's problem similar?	3	Compare	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
					What three suggestions does Dr. Kloppennoggin make about what he can do for Northrup?	1	Identify	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What text evidence on page 11 supports the inference that the doctor agrees with Northrup that his family won't stop talking?	3	Cite Evidence, Infer	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What context clues help you understand the meaning of the term *guffaws* on page 12?	2	Use Context Clues	RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
					What specific request does Trampoline make for people who jump on him?	1	Identify	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What text details support the inference that Cannonball likes doing knee-drops on Trampoline?	3	Cite Evidence, Infer	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					Why is Mac proud of himself?	2	Infer	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
					How are Jimmy and Mac different in the way they are feeling in Scene 1?	3	Compare	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text
					Why is Yolando wearing a frilly dress that she doesn't like?	2	Infer	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					How are the time periods of the settings of "The Trouble with Northrup" and "Jimmy Aaron's Best Worst Day of Fifth Grade" different?	3	Compare	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text
					How are Northrup's and Trampoline's feelings similar at the end of the play?	3	Compare	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text

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5	Technology and the Civil War (T)	T	44	750L	What text evidence supports the main idea that gun technology changed during the Civil War?	3	Cite Evidence	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
					What likely effect did the battle between the USS Monitor and the CSS Virginia have on shipbuilders in the North and South?	2	Cause/Effect	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What reason does the author give for saying that the submarine Hunley's mission was a success?	1	Identify	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What context clues help you understand the meaning of the term *mine* on page 8?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					Why did Civil War doctors have to learn to amputate quickly?	2	Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What text evidence gives details that support the main idea that Civil War doctors lacked key knowledge that would have kept more soldiers alive after surgery?	3	Cite Evidence	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
					What context clues help you understand the meaning of the term *anesthesia* on page 13?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					Why did the North create the Ambulance Corps and the South, the Infirmary Corps?	1	Identify	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What details in the text support the main idea that the Civil War telegraph system used a code to send messages?	3	Cite Evidence	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
					Why were telegraphs important to newspapers?	2	Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What reason does the author give to explain why newspapers at the time of the Civil War didn't publish war photographs?	1	Identify	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					Why did General Sherman have his troops turn many railroads into "Sherman's neckties"?	2	Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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5	Disasters of Technology (W)	W	60	800L	What context clues help the reader understand the meaning of *luxurious* as it is used on page 4?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					After reading Chapter 1, why were the sailing and the sinking of the Titanic so newsworthy?	2	Infer	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					After reading pages 8 and 9, what text and graphic evidence help the reader understand why many of the lifeboats were launched with less than their 65-passenger capacity?	3	Cite Evidence	RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
					What key detail helps the reader understand why it took so long for the wreck of the Titanic to be found and studied?	1	Identify	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					On page 10, the author states that the Titanic disaster brought about changes in shipping regulations. What text evidence does the author use to support this statement?	3	Cite Evidence	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
					What text evidence supports the inference that the cause of the Titanic sinking is not fully understood?	3	Cite Evidence, Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					Why was the Hindenburg considered a big advance in transportation at the time?	2	Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What key details support the theory that the Hindenburg disaster was not caused by a hydrogen leak?	3	Cite Evidence	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					How were the effects of the Titanic and Hindenburg disasters similar?	3	Compare, Cause./Effects	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					In his speech following the Challenger disaster, what did Ronald Reagan mean when he said that “Nothing ends here; our hopes and our journeys continue”?	2	Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What text evidence did the author provide to support the idea that humans are fascinated by space?	3	Cite Evidence	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
					What evidence does the author use to support the statement on page 29 that the Titanic, Hindenburg, and Challenger disasters haven’t stopped us from exploring?	3	Cite Evidence	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

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5	Lasers	R	40	830L	How does light act inside a laser beam?	1	Report	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					How are mirrors used to make a laser beam?	1	Report	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					How does the author support the point that many people didn't think lasers would be useful?	3	Cite Evidence	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
					According to the chart on page 10, how are lasers used in stores and in libraries?	2	Interpret	RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
					What text evidence supports the inference that much of Caracol would be undiscovered if lasers hadn't mapped the area?	3	Cite Evidence, Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					Why is size an important characteristic of laser beams?	2	Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					After reading page 17, what text evidence supports the idea that laser eye surgery is easy for patients?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					How is Dr. Rasheed's opinion on skin laser treatment different from a study in the *New England Journal of Medicine?*	3	Compare	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					How can the reader infer that the laser used on Tina's teeth wasn't painful?	2	Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What text evidence shows that the author thinks that lasers will become even more useful?	3	Cite Evidence	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

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		Letter	Number	Lexile				
5	The Transcontinental Railroad	S	44	940L	Cite text evidence identifying why pressure was growing to build a railroad across the country.	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					Summarize the It's a Fact box on page 3. Remember to cite the main idea and details.	2	Summarize	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
					Why did the northern states want the railroad to take a northern route and why did the southern states want the railroad to take a southern route?	4	Analyze	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What happened when the South decided to secede from the country?	1	Report	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What was the major difference between the start of the Union Pacific and the Central Pacific railroads?	3	Compare	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					Why did the author decide to use the illustration on page 9? What text evidence supports the illustration?	3	Critique, Cite Evidence	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
					Find text evidence that shows working on the railroads was not always safe.	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					Summarize the last paragraph on page 19.	2	Summarize	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
					How did the whole country get involved in the race to lay the most track?	1	Report	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					Why was Leland Stanford's swinging of the silver hammer to mark the completion of the railroad a success, even though he missed?	2	Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					Which words that surround *detours* let you know the meaning of the word?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					Why did the author choose to show a photograph of the golden spike?	2	Infer	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

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		Letter	Number	Lexile				
5	Homework from the Future; The Encouragement App (U)	U	50	940L	How can the reader tell from the illustration on page 8 that Gif and the boy he created for his homework assignment will probably get along?	2	Intepret	RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text
					What details on page 11 show that Gif knows a lot about technology?	3	Cite Evidence	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What summary could explain what happened to Earth in the Hot Ages?	2	Summarize	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
					What context clues in the story help to determine the meaning of the word *desperation* on page 12?	2	Use Context Clues	RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
					What evidence does the author give to show that the 21-CK feels sad about what has happened in the future?	3	Cite Evidence	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text
					How does the illustration on page 15 help the reader understand the story better?	2	Intepret	RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text
					How can the reader tell that "The Encouragement App" takes place in the future?	2	Infer	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What context clues help to determine what the word *advice* means on page 20?	2	Use Context Clues	RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
					What summary would describe the purpose of the Encouragement Patch?	2	Summarize	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
					What is the overall lesson of "The Encouragement App"?	2	Infer	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
					What text evidence on page 24 shows that Benzo is angry and frustrated?	3	Cite Evidence	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text
					What context clues help to determine the meaning of the term *protested* on page 25?	2	Use Context Clues	RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

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		Letter	Number	Lexile				
5	Opinions About Putting Humans in Space: Worth the Cost?	S	44	990L	Why did President Kennedy want to put a man on the moon?	1	Identify	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What can you infer about the benefits of NASA's increase in budget?	2	Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What details describe the accomplishments of the Apollo missions?	3	Cite Evidence	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What does the term *satellite* mean? What text clues help you to determine its meaning?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					What are the benefits of satellite technology?	1	Identify	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What does the term *telemetry* mean? What text clues help you to determine its meaning?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					What can you infer about the reasons the United States and Soviet Union agreed to partner with each other?	2	Infer	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What details describe two space races involving the United States?	3	Cite Evidence	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What text evidence describes a challenge facing NASA to put a human on Mars?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What evidence does the Opinion 3 writer give to support a reason the rover *Curiosity* should explore Mars instead of humans?	3	Cite Evidence	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
					What reasons does the author of Opinion 2 provide to support putting humans in space?	3	Cite Evidence	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

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		Letter	Number	Lexile				
6	Narrative of the Life of Frederick Douglass	X	60	1070L	What does the introduction contribute to the reader's understanding of the narrative?	3	Critique	RI.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
					Why did Douglass see his connection with Master Daniel as an advantage? Use text evidence to support your answer.	3	Cite Evidence, Infer	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What text evidence suggests that Douglass was hopeful for his trip to Baltimore?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What text evidence supports the inference that Douglass did not feel attached to all of the places he has lived up to this point?	3	Cite Evidence, Infer	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What context clues help the reader understand the meaning of the proverb "Being hanged in England is preferable to dying a natural death in Ireland"?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					What caused Douglass's "rapture" when arriving in Baltimore?	1	Identify	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What is the purpose of *The Memoir Continues* on page 18?	4	Analyze	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					Why did Thomas Auld rent Douglass out to Edward Covey?	2	Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What key details explain how Covey got the slaves to continue working, even when he wasn't there?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					Why did Douglass refer to his time with Mr. Covey as "the bitterest dregs of slavery"?	2	Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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		Letter	Number	Lexile				
6	Mere Moments; The Day the Towers Fell (X)	X	60	790L	Which paragraph on page 9 tells the reader why Jimmy was afraid Doreen would say no to his proposal?	1	Identify	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					Jimmy is too nervous to propose to Doreen on Saturday night. Where and when does he plan to meet her to propose and what causes plans to change?	1	Identify	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					How would you summarize Jimmy's reaction to the attack?	2	Summarize	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
					In what ways does the first paragraph on page 12 develop the fear and panic felt by Jimmy and other sailors?	3	Critique	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
					What can the reader infer happened to Jimmy during the attack?	2	Infer	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					Why did Jimmy's feelings about proposing to Doreen change by the end of the story?	2	Infer	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text
					How does the author immediately develop the point of view in the story?	3	Critique	RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.
					What would a reader infer from the second paragraph on page 20 about Aaron's feelings toward Mrs. Malik?	2	Infer	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text
					How does the scene described in paragraphs 3–5 on page 21 create a change in Aaron's character?	3	Critique	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text
					How would a reader summarize what happens to Aaron between the time he sees the Twin Towers on fire and the moment Mrs. Malik comes to the door?	2	Summarize	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

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		Letter	Number	Lexile				
6	The Lewis and Clark Expedition; Building the Transcontinental Railroad	S	44	850L	When and where does the story take place?	1	Identify	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What details describe why Patrick was part of the Corp of Discovery?	3	Cite Evidence	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What details on pages 11–12 tell what kind of person Sacagawea was?	3	Cite Evidence	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text
					What context clues help you understand the meaning of the term *extinguished* on page 12?	2	Use Context Clues	RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
					On page 13, what details describe Patrick's condition?	3	Cite Evidence	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					Why did Captain Lewis name the place "Killed Colt Creek"?	1	Identify	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					After reading page 20, what details can the reader put together to describe Chang and Wen's job?	3	Cite Evidence	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text
					What context clues help to determine the meaning of the term *shifts* on page 20?	2	Use Context Clues	RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
					From the details on page 21, what can the reader infer about why Chang is worried?	2	Infer	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text
					What details on page 26 tell what kind of person Chang is?	3	Cite Evidence	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text
					How are the settings of the two stories alike?	3	Compare	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text
					How are Private Hugh Hall and Hong Li similar?	3	Compare	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text

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		Letter	Number	Lexile				
6	The Wall	U	50	860L	What does *admonishment* mean on page 3? Look for context clues.	2	Use Context Clues	RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
					What main elements of the story are set up in Chapter 1?	2	Infer	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
					On page 11, Franz says something *incredulously.* What does this mean? Look for context clues.	2	Use Context Clues	RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
					Summarize why the government built a wall around the city.	2	Summarize	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
					How does Franz try to circumnavigate the barrier presented by the wall through the city?	1	Identify	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					How does Karl feel about Franz's request of him?	2	Infer	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text
					What evidence is there in Chapter 3 supporting the inference that Franz is very unhappy with the government's actions?	3	Cite Evidence, Infer	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What key event in Chapter 3 both advances the plot of the story and creates suspense for the reader?	1	Identify	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
					In what way are Franz's memories "like a slide show"?	2	Infer	RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
					On page 23, Franz's father says, "But thanks to you, Franz, there might just be another way." How does this remark propel the story forward toward its conclusion?	2	Draw Conclusions	RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
					Why does the writer include the news that Agatha's family has been arrested? How does the news impact Franz?	3	Critique, Infer	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text

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6	The Red-Tail Angels	U	50	930L	What context clues help the reader understand the meaning of *overwhelming dread* on page 3?	2	Use Context Clues	RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
					After reading page 4, what can the reader infer about Charlie's life before he went to Tuskegee?	2	Infer	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What does "It's time to quit playin' pretend and get into this thing" mean in the plot of the story?	2	Infer	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
					Why does the mission go "beyond our primary objective"? Use text evidence to support your answer.	3	Cite Evidence, Infer	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What context clues help the reader understand the meaning of *infamous* on page 8?	2	Use Context Clues	RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
					What was the purpose of the squadron's early combat missions? What details support your answer?	3	Cite Evidence, Infer	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					Why did Tex start doing tricks in the middle of a mission?	2	Infer	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					How do the events on pages 18 and 19 help the reader understand the plot of the story?	3	Critique	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
					What were four factors that made the mission described on pages 23–25 particularly dangerous?	1	Identify	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What text evidence supports the inference that Charlie has a leadership role in the squadron?	3	Cite Evidence	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text

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		Letter	Number	Lexile				
6	Oliver Twist (A Play Adaptation)	W	60	NP	What text evidence explains why Dickens's stories often had the themes of justice and mercy?	3	Cite Evidence	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
					What context clues help the reader understand the meaning of *persona* on page 3?	2	Use Context Clues	RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
					How does the structure on pages 5 and 6 help the reader understand the story?	3	Critique	RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
					What inference can the reader draw about Fang's character?	2	Infer	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text
					What themes are suggested by the details on page 11?	2	Infer	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
					How does Dickens add humor to the story on pages 13 and 14?	3	Critique	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					Why does Fagin want to find Oliver? What text evidence supports this answer?	3	Cite Evidence, Infer	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text
					How does Nancy hide the fact that she is kidnapping Oliver?	1	Identify	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					After reading pages 21 and 22, what can the reader infer about Oliver?	2	Infer	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
					Why does Sikes say that Oliver is "a proper thief like the rest of us" on page 19? What can you infer from this statement?	2	Infer	RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

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		Letter	Number	Lexile				
7	Causes of the American Revolution	Z	80	1170L	What were two major reasons settlers came to the American colonies?	1	List	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What text evidence supports the claim that the town meeting was "the purest form of democracy"?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What context clues help the reader understand the meaning of *encroaching* on page 12?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					How did the French and Indian War lead to the American Revolution?	2	Cause/Effect	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					Why did many colonists oppose mercantilism?	2	Infer	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					Summarize the differences among the economies of the New England, Mid-Atlantic, and Southern colonies.	3	Summarize, Differentiate	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					Why did Native American tribes join different sides during the French and Indian War?	2	Infer	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What context clues help the reader understand the meaning of the term *repercussions* on page 28?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					How did the ideas of the Enlightenment influence the colonists' revolt?	4	Analyze	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					Why does the author use the term *balance of power* on page 34 to describe the United States government?	4	Critique, Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					What conclusion can the reader draw about Thomas Jefferson and Benjamin Franklin's decision to include ideas from the Enlightenment in the Declaration of Independence?	3	Draw Conclusions	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
					Why does the author call the Iroquois Constitution a "touchstone"?	2	Infer, Define	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

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7	Battles of the American Revolution	Y	70	940L	What events triggered the Battles of Lexington and Concord?	2	Cause/Effect	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					How did the Patriots' loss at Breed's Hill contribute to their success in driving the British out of Boston?	2	Cause/Effect	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What context clues help the reader understand the meaning of *Loyalists* in this book?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					How did Washington's actions at the Battles of Trenton and Princeton relate to the strategy he had worked out after the loss at Long Island?	2	Cause/Effect	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What did Thomas Paine mean when he referred to "the summer soldiers and the sunshine patriots" in his articles?	2	Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What text evidence supports the idea that neither the Patriots nor the British won the battle in Danbury?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					Describe two reasons why the Battle of Saratoga was considered the turning point of the Revolutionary War.	1	Describe	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What context clues help the reader distinguish between a warship and a merchant ship?	2	Use Context Clues, Distinguish	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					Why is John Paul Jones considered a "naval hero of the war"?	1	Explain	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What did the British hope to accomplish when fighting in the southern states?	1	Identify	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					How did the actions of Marion and Morgan lead to the defeat of Banastre Tarleton at the Battle of Cowpens?	2	Cause/Effect	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					How did the actions of the French affect the Battle of Yorktown?	2	Cause/Effect	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 5 Standard(s)
		Letter	Number	Lexile				
7	People of the American Revolution	U	50	620L	How did the colonists feel about the American Revolution while it was going on?	2	Infer	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What reason does the author give for saying that Nathan Hale said, "I want to be useful" all his life?	3	Cite Evidence	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
					What context clues help readers understand the meaning of the phrase "double agent" on page 6?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					Why did slaves only start serving in the army toward the end of the war?	2	Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					Why did Deborah Samson have to treat her leg wound herself?	2	Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What key details support the main idea that George Washington was a skilled military leader?	3	Cite Evidence	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
					What are some ways that George Washington and John Paul Jones were alike?	3	Compare	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What evidence from the text supports the author's point that John Burgoyne was unfairly blamed for Britain's loss at The Battle of Saratoga?	3	Cite Evidence	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
					What evidence in Chapter 3 supports the main idea that the British military made many mistakes?	3	Cite Evidence	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
					What evidence from Chapter 4 supports the statement that during the Revolutionary War some people fought with words?	3	Cite Evidence	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
					What context clues help you understand the meaning of the word *treaty* on page 29?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					What is the main idea of pages 28–29?	2	Infer	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

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		Letter	Number	Lexile				
7	The Middle Colonies	Y	70	1020L	What three European countries first settled the Middle Colonies?	1	List	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					Why did people like John Fenwick, Edward Byllinge, and William Penn come to the American colonies?	2	Infer, Relate	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What context clues help the reader understand the meaning of *religious tolerance*?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					What text evidence supports the inference that many people in the Middle Colonies earned their living in the fur trade?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What geographical factors affected the way colonists in the Middle Colonies made a living?	2	Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					How does the author organize the text to help the reader understand the systems of slavery and indentured servitude?	2	Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What factors affected women's rights in the Middle Colonies?	2	Infer, List	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What was one similarity and one difference between the Algonquian and the Iroquois?	3	Compare, Differentiate	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What context clues help the reader understand the meaning of *half freedom*?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					Why were the agreements between England and the Iroquois called a Covenant Chain?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					How does the author structure "The French and Indian War" on page 39?	2	Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What actions by the British led to "The Divided People" described on page 40?	2	Cause/Effect	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 5 Standard(s)
		Letter	Number	Lexile				
7	John Adams; Abigail Adams	U	50	890L	How were young John's plans for his future different from what his father wanted for him?	3	Differentiate	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What context clues help readers understand the meaning of the phrase "frowned on" on page 8?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					What text details support the inference that John worked hard to defend the British soldiers involved in the Boston Massacre?	3	Cite Evidence	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
					Compare the illustration on page 9 with the first paragraph on that page. How do the two accounts of the Boston Massacre differ?	3	Compare, Differentiate, Interpret, Infer	RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
					What is the third paragraph on page 10 mainly about?	2	Infer	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
					What text evidence supports the statement that John quickly grew frustrated as vice president?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What clues in the text tell the reader that Abigail's father had a great influence on her?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What context clues help readers understand the meaning of the word *longed* on page 19?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					How were John Adams's and Abigail Adams's educations different?	3	Differentiate	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What clues from the text tell you that Abigail was smart and opinionated?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					Look at the final paragraph on page 26. Which sentence tells the main idea for that paragraph?	2	Infer	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
					How do these two texts show that John Adams and Abigail Adams felt differently about John's defense of the British soldiers involved in the Boston Massacre?	4	Critique, Differentiate	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

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		Letter	Number	Lexile				
7	Pocohontas; Squanto	R	40	820L	What evidence does the author give that the story of Pocahontas saving John Smith's life may not be true?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
					What text evidence can you find to support the inference that Pocahontas helped the colonists survive?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What context clues help readers understand the meaning of the word *nickname* on page 8?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					What effect did the marriage of Pocahontas and John Rolfe have on the relationship between the Native Americans and the colonists?	2	Cause/Effect	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					How was Pocahontas's relationship with John Smith similar to her relationship with John Rolfe?	3	Compare, Relate	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What is the main idea of the section "Her Story Goes On" on page 12?	2	Infer	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
					What evidence does the author give that without Squanto's help, Plymouth colony would most likely have failed?	3	Cite Evidence	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
					What do the map and the text on page 17 tell you about Squanto's travels?	2	Interpret, Infer	RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
					What key details on page 17 support the main idea that Squanto made many difficult trips between the New World and England?	1	Identify	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What context clues help readers understand the meaning of the word *rumors* on page 20?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					What text evidence can you find to support the inference that Governor Bradford felt grateful to Squanto?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					In what ways are Pocahontas and Squanto similar?	3	Compare	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 5 Standard(s)
					What context clues help you understand the meaning of the term *catastrophic* on page 2?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					What details describe the reason hurricanes are more serious than a thunderstorm?	1	Identify	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					How does a hurricane form?	1	Report	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					After reading page 12, what can the reader infer about how people felt after Hurricane Katrina?	2	Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					How is a tornado different from a hurricane?	3	Compare	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
8	Catastrophic Storms	T	44	760L	After reading page 16, how does the author show the conditions that lead to a tornado?	3	Critique	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					After reading page 17, what text evidence supports the idea that F5 tornadoes are the most dangerous?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					Where are the safest places to go to during a tornado? Why?	2	Infer	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What can cause people to get frostbite or hypothermia?	1	Report	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What details describe the formation of a blizzard?	1	Identify	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What context clues help to determine the meaning of the term *whiteout* on page 25?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					After reading page 27, what text evidence supports the inference that the Great Blizzard of 1996 was worse than many other blizzards?	3	Cite Evidence, Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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		Letter	Number	Lexile				
8	The Sky Is Green	R	40	850L	What context clues on page 3 help you understand the meaning of the term *startled*?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					What is the difference between a tornado watch and a tornado warning?	3	Compare	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What details support the idea that Laura was not yet frightened by the storm as she watched it form?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					Why did Laura's mother tell her to clean out the coat closet?	1	Identify	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					Read page 10. What conclusion can you make about the time of day that the tornado hit near Laura's house?	3	Draw Conclusions	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					Look at "The Fujita Scale" on page 13. Based on the text, what rating would the storm that hit near Laura's home have received? Why?	2	Interpret	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What details support the idea that the wind was blowing hard during the storm?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What evidence tells you that Laura became frightened by the storm?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What can you conclude after reading Laura's description of her family dinner?	3	Draw Conclusions	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					How serious was the storm that hit Lubbock, Texas, on May 11, 1970?	2	Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					Memories of the tornadoes that Laura experienced as a child have stayed fresh in her mind. What details support this idea?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 5 Standard(s)
					What is the main cause for changes in the weather?	3	Explain Phenomena in Terms of Concepts	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What text evidence supports the inference that Earth's atmosphere keeps Earth from being burned up by the sun?	3	Cite Evidence, Infer	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					After reading page 4, what can the reader conclude about the angle of the sun's rays in the fall in the Northern Hemisphere? Is the angle increasing or decreasing?	3	Explain Phenomena in Terms of Concepts	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					Read Steps 4–7 of the experiment on page 7. Which cup would have the smallest change in temperature between being on the windowsill and being in the refrigerator? Explain.	4	Analyze	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What context clues help you understand the meaning of the term *compressed* on page 13?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
8	Weatherworks	S	44	860L	The experiments in Chapter 3 demonstrate that air, even though it is invisible, has three important characteristics. What are those characteristics?	1	Identify	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					After reading page 18, what text evidence supports the inference that a sudden drop in atmospheric pressure could cause a dangerous storm?	3	Cite Evidence, Infer	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					Which sentence in the first paragraph on page 20 best represents the paragraph's main idea?	1	Identify	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
					What is the effect of cloud droplets colliding with each other?	2	Cause/Effect	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					How is the cause of cloud-to-cloud lightning different from the cause of cloud-to-ground lightning?	3	Compare, Explain Phenomena in Terms of Concepts	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What text evidence supports the inference that thunder is caused by negatively and positively charged particles moving together?	3	Cite Evidence, Infer	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

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		Letter	Number	Lexile				
8	Weather on Earth	W	60	880L	What context clues help the reader understand meaning of the term *element* in this book?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					How does the greenhouse effect make Earth hospitable to human life?	2	Infer	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					Write a brief summary about how heat energy moves through Earth's atmosphere.	2	Summarize	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
					Based on the information in this book, what can the reader infer about energy particles during colder weather?	2	Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What context clues help the reader understand the meaning of the term *altitude* in this book?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					How do scientists categorize clouds?	2	Categorize	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What factors affect air pressure?	1	Identify	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What can the reader infer about air over oceans from the information on page 18?	2	Infer	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What does the term *stationary* mean in this book. Cite text clues to support your answer.	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					Write a two- to three-sentence summary for pages 28–30.	2	Summarize	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
					Explain what happens when a cold, dry air mass meets a warm air mass.	3	Explain Phenomena in Terms of Concepts	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					How does the author convey to the reader that weather prediction is not always accurate?	3	Critique	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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		Letter	Number	Lexile				
8	Antarctica: A Year in Science	R	40	950L	What do scientists do when they go to Antarctica?	1	Identify	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What details support the idea that most of the work conducted in Antarctica takes place during summer?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What are three ways in which McMurdo Station in Antarctica is used?	1	Identify	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					Which details support the idea that South Pole Station is a difficult place to work?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					Why was explorer Roald Amundsen confident that he would make it to the South Pole?	2	Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					Based on the information in Chapter 3, what can you infer about the people who live and work at South Pole Station?	2	Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What details support the idea that South Pole Station has the worst winter?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What conclusion can you draw about why it is so important for scientists to stay healthy when wintering over?	3	Draw Conclusions	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What is the text structure of Chapter 5?	2	Classify	RI.5.5 Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.

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					What context clues help the reader understand the meaning of the term *jet stream* in this text?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					What evidence from the text supports the claim that weather is always changing?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					Explain the Coriolis effect and how it impacts winds.	3	Explain Phenomena in Terms of Concepts	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What is the central idea of Chapter 1? Use text and graphic evidence to support your answer.	3	Cite Evidence, Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					How do scientists categorize severe storms? Cite text evidence to support your claims.	2	Categorize	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
8	Severe Weather	W	60	990L	What text evidence and graphic features explain the formation of tornadoes?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What context clues help the reader understand the meaning of the term *El Niño* in this text?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					Why did the author include the Cartoonist's Notebook on pages 24–25?	3	Critique	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What facts and details from the text help the reader determine the central idea of Chapter 3?	2	Infer	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
					What inference can the reader draw about how seasons and geography affect severe storms?	2	Infer	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What inference can the reader draw from looking at the chart on page 40?	2	Interpret	RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
					Which terms and phrases help the reader determine the meaning of the term *evacuation* in this text?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 5 Standard(s)
		Letter	Number	Lexile				
9	The New England Colonies	Y	70	1010L	What were three main reasons why people in England came to New England?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What context clues help the reader understand the difference between a *compact* and an *indenture?*	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					Compare the advantages of conveying information using text versus graphic features, such as the time line and graph used on page 14.	4	Analyze, Compare	RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
					What details explain the connection between the availability of food and growth of cities such as Boston?	3	Cite Evidence, Relate	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					Summarize the three important points about slavery in the colonies during the 1600s. Use text evidence to support your answer.	3	Cite Evidence, Summarize	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
					How did indentured servants and apprentices differ? Support your answer using text evidence.	3	Cite Evidence, Compare	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What context clues help the reader understand the meaning of the term *dissenters* on page 26?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					Which details support the idea that women played an important role in colonial New England society?	3	Cite Evidence	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What was the election of "kings" and "governors" and why was it significant for enslaved Africans?	4	Analyze	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What role did New England colonists play in British Parliament? Use text evidence to support your inference.	4	Analyze, Cite Evidence	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 5 Standard(s)
		Letter	Number	Lexile				
9	The Dust Bowl	V	60	1060L	What type of text structure does the author use on pages 4–7? How do you know?	1	Identify	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What context clues help the reader understand the meaning of *suitcase farmers* on pages 6 and 7?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					What assumptions did the farmers described on page 9 make when they decided to plant more wheat?	2	Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What effect did the Great Depression have on the amount of grassland in the Great Plains? Why?	4	Analyze	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What text evidence supports the inference that the 1930s drought would not have caused dust storms before settlers farmed the Great Plains?	3	Cite Evidence, Infer	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What context clues help the reader understand the meaning of *migrate* on page 12?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					Why might the author have included the map on page 15?	3	Critique	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
					What phrases from pages 18 and 19 explain the idea of "Black Sunday"?	1	Define	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area

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		Letter	Number	Lexile				
9	Gold and the Settling of the West	Z	80	1070L	Why did the discovery of gold make James Marshall and others so excited?	2	Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What evidence from the text supports the idea that people traveled west for various reasons during the first half of the 19th century?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					According to the text, what are some challenges Americans would have to overcome to fulfill their Manifest Destiny?	1	Identify	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What text evidence supports the inference that the groundwork for Manifest Destiny was laid during President Polk's term in office?	3	Cite Evidence, Infer	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					Other than finding gold, how did people get wealthy during the Gold Rush?	4	Analyze	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What text evidence supports the idea that people were willing to endure great hardships to find gold?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					How did the Gold Rush impact Native Americans in the mid-1850s?	4	Analyze	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What was the relationship between slavery and California statehood?	2	Relate	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What context clues help the reader determine what the "Wild West" was like?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					What details from the text help summarize the transportation and communication advances that took place during the Gold Rush years?	3	Cite Evidence, Summarize	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 5 Standard(s)
					Why did the colonies go to war against Britain in 1775?	4	Analyze	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					After reading page 4, what can the reader infer about the availability of natural resources in Europe?	2	Infer	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
					How did the colonies' experience under British rule affect the economy of the new United States?	4	Analyze	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					Why was it necessary for the United States to have a national currency?	4	Analyze	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					Why did President Thomas Jefferson buy Louisiana from France?	2	Infer	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
9	Establishing the U.S. Economy	U	50	720L	What text evidence provides support that explains why the United States stopped being neutral and declared war on Britain in 1812?	3	Cite Evidence	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What conclusion can you draw about how the Industrial Revolution affected the U.S. economy?	3	Draw Conclusions	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					How did changes in transportation affect how quickly farmers could get their goods to market?	2	Cause/Effect	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					In the early to mid-1800s, where did the majority of immigrants to the United States come from?	2	Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What was the biggest difference between the economies of the North and South?	3	Compare	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					How much did the value of cotton exports grow between 1820 and 1860? What information in the text did you use to determine this?	3	Cite Evidence, Report	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What event led some Southern states to leave the Union, causing the Civil War?	2	Cause/Effect	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

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		Letter	Number	Lexile				
9	The U.S. Economy 1861-1941	X	60	880L	What is the distinction between a tenant farmer and a sharecropper?	2	Distinguish, Relate	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					What can the reader infer about mining towns after reading "The Growth of the West" on pages 10–11?	2	Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What evidence from the text supports the claim that the West would not have grown without the help of inventors?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					How did the population surge in the late 1800s benefit the U.S. economy? Use evidence from the text to support your answer.	4	Analyze, Cite Evidence	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What is the meaning of the phrase *scientific management* in this text?	1	Define	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					Why did the author include the full two-page sidebar on pages 16 and 17?	3	Critique	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What is the central idea of chapter 3?	2	Infer	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
					Why did the author include information about the Pennsylvania strike?	3	Critique	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
					What details from the text can help the reader summarize the sequence of events that led to the Crash of 1929?	3	Cite Evidence, Summarize	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What can the reader infer about World War II and the U.S. economy from reading page 40?	2	Infer	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					Why did the author include graphs throughout the book?	3	Critique	RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
					What evidence from the text supports the claim that the New Deal was both successful and unsuccessful at meeting its goals?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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		Letter	Number	Lexile				
9	The Formation of the U.S. Economy 1700-1861	X	60	960L	What does the term *suffered* mean in this text? What context clues help the reader determine its meaning?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					What is mercantilism and how did it relate to the colonies? Use key details from the text to support your answer.	4	Analyze, Define, Cite Evidence	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					What can the reader infer after reading the introduction, and then examining the graph on page 8?	2	Infer, Interpret	RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
					How did the Native American viewpoint of land and its resources differ from the viewpoint of European settlers?	3	Compare	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What does the term *interest* mean in this text?	1	Define	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					How did the Articles of Confederation hinder the establishment of a healthy, functioning economy?	4	Analyze	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					How is the debt crisis of the 1780s related to the location of Washington, D.C., the U.S. capital?	2	Relate	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					Why did the author include the map on page 20?	3	Critique	RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
					What is the central idea of pages 20 and 21?	2	Infer	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
					What can the reader infer about immigrant life after reading page 32?	2	Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					How were the economies of the North and the South dependent upon each other?	3	Compare, Relate	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What does the term *labor-intensive* mean in this book?	1	Define	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 5 Standard(s)
		Letter	Number	Lexile				
10	Foundations of Matter	V	60	890L	Cite context clues that help the reader determine the meaning of the term *orbiting* in this book?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					What is Chapter 1 mainly about?	2	Summarize	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
					Ernest Rutherford was a student of J.J. Thomson. What does this tell the reader about Rutherford?	2	Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What determines the level in which an electron is found?	4	Apply Concepts	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What are *subatomic particles*? Find clues that help the reader understand the meaning of this term.	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					What is the name and atomic number of an atom with six protons in its nucleus? Use text evidence to support your claim.	4	Apply Concepts, Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What is the distinction between the terms *atomic number* and *mass number*? What examples from the text help the reader understand the difference in meaning?	3	Differentiate, Use Context Clues	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					What can the reader infer about tritium?	2	Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					Which context clues help the reader understand the meaning of the term *periodic*?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					Henry Moseley wanted to perfect Mendeleev's table. How can the reader tell?	3	Cite Evidence	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
					What can the reader infer about iodine and the human body? Cite text evidence to support your answer.	3	Cite Evidence, Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					How is the periodic table organized?	1	Explain	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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		Letter	Number	Lexile				
10	Interactions of Matter	V	60	930L	What context clues help the reader understand the meaning of the term *sodium chloride* in this book?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					Compare and contrast *ionic* and *covalent compounds*. Use evidence from the text to support your answer.	3	Compare, Differentiate, Cite Evidence, Define	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					Write a one-sentence summary for the information in the section titled “Metallic Bonds.”	2	Summarize	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
					What is the central idea of Chapter 2? Use text and graphic evidence to support your answer.	2	Infer, Interpret	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
					What is the meaning of the term *subscript* in the text? What context clues helps the reader understand the meaning.	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					According to the text, why must a chemical equation must be balanced?	2	Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What context clues helps the reader understand the meaning of the term *decomposition reaction*?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					Why did the author include the *Hands-On Science* activities in this book?	4	Critique	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What is the central idea of Chapter 3?	2	Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What causes a chemical cold pack to go from room temperature to ice cold when the pack is bent or shaken?	1	Identify	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What can the reader infer about yeast after reading the caption on page 35?	2	Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What does the term *glucose* mean in this book?	1	Define	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area

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		Letter	Number	Lexile				
10	Carbon Chemistry	X	60	940L	What can the reader conclude about the history of organic compounds?	3	Draw Conclusions	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What is the main idea of Chapter 1? Cite key details that help support your answer.	3	Cite Evidence, Infer	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
					Why is the Bohr model of the carbon atom helpful to the reader?	2	Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What is the meaning of the term *ether* in this book.	1	Define	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					According to the text, what would cause a sprinter to suffer from muscle fatigue?	2	Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					Write a two-sentence summary for the information about substituted hydrocarbons in Chapter 2.	2	Summarize	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
					What can the reader learn from the molecular and structural formulas throughout Chapters 1 and 2?	2	Summarize	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
					What is the stated main idea for “Properties of Polymers”?	2	Infer	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
					Which context clues help the reader understand the meaning of the term *synthetic*?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					What are the most important details about carbohydrates on page 34?	2	Distinguish	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
					What is the difference between simple and complex carbohydrates?	3	Differentiate	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					Can a person survive without enzymes? Why or why not? Use text evidence to support your answer.	3	Cite Evidence, Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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		Letter	Number	Lexile				
10	The Nature of Matter	W	60	870L	What context clues help the reader understand the meaning of the term *spheres* in this text?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					What evidence from the text supports the inference that very few countries use desalination?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What are the most important facts on page 10?	2	Distinguish	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					According to the text, how are heterogeneous and homogeneous mixtures alike and different?	3	Compare, Differentiate, Define	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					How do scientists classify and describe matter?	1	Explain	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What text evidence and graphic features support the idea that water exists naturally as a solid, liquid, and a gas?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
					What is the meaning of the term *evaporation* in this text? What context clue helps the reader understand the meaning?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					What inference can the reader draw about lightning strikes from the information on *Plasmas*? Use text evidence to support your answer?	3	Cite Evidence, Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					Why did the author include the examples throughout the chapter?	4	Critique	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
					Write a one-sentence summary for the sidebar Science to Science: Life Science & Physical Science in Chapter 3.	2	Summarize	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
					After reading this text, what inference can the reader draw about the changes that occur while baking a loaf of bread, versus the changes that occur while slicing a loaf of bread? Find evidence in the text to support your answer.	3	Explain Phenomena in Terms of Concepts	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					Why did the author use the term *proposed* on page 40?	4	Critique	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

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Benchmark Advance Grade 5
Small Group Text Evidence Question Cards Correlations

Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 5 Standard(s)
		Letter	Number	Lexile				
10	The Tools of Scientists	V	60	890L	What context clues help the reader understand the meaning of the term *inhalation* in this text?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					What is the relationship between the prefixes *micro-* and *mega-* in the metric system? Use text and graphic features to explain.	2	Cite Evidence, Relate	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					How are measuring rectangular and irregular solids different?	3	Differentiate	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					What is Chapter 1 mainly about?	2	Summarize	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
					Write a short summary of the section titled “Telescopes”.	2	Summarize	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
					What can the reader tell about microscopes from the labeled diagram on page 29?	2	Interpret	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What is the meaning of the term *table* in this text? What context clue helps the reader understand the meaning?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					Why did the author include the *Hands-On Science* Activity on page 30?	4	Critique	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
					What is the central idea of “Models” on pages 34–35? What facts and details from the text help the reader determine the central idea?	2	Infer	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
					What can you conclude about reporting and communicating tools? Use text evidence to support your answer.	3	Cite Evidence, Draw Conclusions	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What text structure does the author use throughout the book? Find evidence in the text to support your answer.	1	Identify	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What context clues help the reader understand the meaning of the term *diagram* in this book?	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area

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Small Group Text Evidence Question Cards Correlations

Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 5 Standard(s)
		Letter	Number	Lexile				
10	Diamonds	S	44	740L	Why do you see a rainbow of colors when you look at a clear diamond?	3	Explain Phenomena in Terms of Concepts	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
					Which text evidence suggests that we will never have a brand-new diamond?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What does the term *eroded* mean? Use text evidence to support your answer.	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					Which text evidence supports the main idea that finding kimberlite pipes resulted in finding many more diamonds?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What can you tell about South Africa from the bar graph on page 16?	2	Interpret	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What does the term *grease* mean? Use text evidence to support your answer.	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					What does the information in “They Made a Difference” on page 21 suggest about the importance of the work of John Gurney?	2	Infer	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What can you tell about the number of pink diamonds found in Australia based on the graph on page 22?	2	Interpret	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					What does the term *clarity* mean? Use text evidence to support your answer.	2	Use Context Clues	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
					Which text evidence supports the idea that the information in “Careers” on page 23 is mainly about what gemologists do?	3	Cite Evidence	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
					How does the photograph on the bottom of pages 24–25 help you understand the meaning of facets?	2	Interpret	RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

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Whole Group Text Evidence Questions Correlations

Unit	Week	TRS* Page	Text Evidence Question	DOK Level
1	2	50	Reread paragraphs 1–6. What is the author's point of view about Queen Elizabeth I? What details and examples in the text reveal his point of view?	3
1	2	51	What is the author's point of view about Queen Elizabeth I's decision not to marry? What details and examples in the text reveal his point of view?	3
1	2	56	Reread paragraph 4. What did Queen Elizabeth I mean when she said she had "the heart and stomach of a king, and of a king of England too"? What details in the text support Elizabeth I's view that she had "the heart and stomach of a king"?	3
1	2	57	Reread paragraph 3. What did John Knox mean when he wrote, "It is more than a monster in nature that a woman should reign and bear empire over a man"? What other details in the text reveal people's point of view about Elizabeth I?	3
1	2	62	Aristotle said, "Tyranny is a kind of monarchy." Based on Aristotle's definition of tyranny, was the rule of Queen Elizabeth I tyranny? What, if any, elements of democracy existed during Queen Elizabeth I's reign? Use details from both texts to support your response.	4
1	2	63	What changes to government do you think Aristotle would recommend to English people during Elizabeth I's reign? Use text evidence to support your answer.	3
1	3	82	Reread paragraphs 4–8. What is the author comparing in these paragraphs? What conclusions can readers make about why the monarchy in England changed?	3
1	3	83	Reread "The Role of Parliament." What is the author comparing in these paragraphs? What conclusions can readers make about why the role of Parliament changed?	3
1	3	88	Reread paragraphs 15 and 16. What is a goodwill ambassador? How does Queen Elizabeth II act as a goodwill ambassador for Great Britain?	2
1	3	89	Reread paragraph 2. What does the author mean by "ascended the throne"? How does ascending the throne represent a difference between democracy and monarchy?	2

*Teacher's Resource System (TRS)

DOK Verb	Grade 6 Standard
Assess, Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
Assess, Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Draw Conclusions, Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. L.6.5a Interpret figures of speech in context.
Draw Conclusions, Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text
Analyze, Connect, Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text
Hypothesize, Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Cite Evidence, Draw Conclusions	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Compare, Cite Evidence, Draw Conclusions	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Infer, Use Context Clues	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Use Context Clues, Distinguish	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. L.6.4a Interpret figures of speech in context.

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Whole Group Text Evidence Questions Correlations

Unit	Week	TRS* Page	Text Evidence Question	DOK Level	DOK Verb	Grade 6 Standard
1	3	94	What are the primary differences between Queen Elizabeth II's role and Queen Elizabeth I's role? What, if any, duties remain the same? Use text evidence from "Queen Elizabeth I of England" and "Queen Elizabeth II of England" to support your response.	3	Compare, Differentiate, Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.9 Compare and contrast one author's presentation of events with that of another
1	3	95	Reread the sections "The Role of Parliament" in "Queen Elizabeth I of England" and "Queen Elizabeth II of England." What are two differences between the role of Parliament during the two reigns?	3	Differentiate, Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.9 Compare and contrast one author's presentation of events with that of another
2	2	148	Explain the significance of this statement in paragraph 4: "You have to demand respect in this world . . . ain't nobody's respect worth more than your own." How is this statement important to the central conflict and plot?	4	Analyze, Connect	RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
2	2	149	Reread the last sentence of the selection, in paragraph 40. Explain the significance of Cassie's statement. How does it relate to events earlier in the story? What significance might it have on what follows?	4	Analyze, Connect	RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text dis- tinct from personal opinions or judgments. RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
2	2	154	In paragraph 11, Cassie describes, from her point of view, how she and Lillian Jean spend the month of January. How does Cassie feel about this time she spends with Lillian Jean? Use details in the paragraph, along with your knowledge about what has already happened between the two girls, to support your response.	4	Analyze, Synthesize	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
2	2	155	In paragraph 34, Lillian Jean is described as "more startled than angry" when Cassie throws down her books. What does that reveal about Lillian Jean's point of view? What other details in the text support your response?	4	Analyze, Cite Evidence	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.
2	2	160	Compare and contrast the main characters from "In Hiding" and "Cassie's Fight." What similarities and differences do you see between Anne Frank and Cassie Logan? How do the structures of "In Hiding" and "Cassie's Fight" help reveal the characters to readers?	3	Compare, Differentiate, Cite Evidence	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. RL.6.9 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.

*Teacher's Resource System (TRS)

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Whole Group Text Evidence Questions Correlations

Unit	Week	TRS* Page	Text Evidence Question	DOK Level
2	2	161	Compare and contrast the main characters in “Jason's Challenge” and “Cassie’s Fight.” What is the problem in each of these stories? How is each character treated unfairly? How do these characters work to counter the injustices in their lives?	3
2	3	180	Reread paragraphs 2–6. This section is the turning point of the story, the part in which Mafatu undergoes a change. How do the author’s word choices in these paragraphs help to convey Mafatu’s changing feelings?	4
2	3	186	Reread paragraphs 11–17 of “Mafatu’s Journey.” How does the point of view change twice in this section of the text? What additional information do these shifts reveal? How do they deepen the reader’s understanding?	4
2	3	192	In “Cassie’s Fight” and “Mafatu’s Journey,” both characters face challenges. Compare how each story approaches challenges. How are the challenges facing Cassie in “Cassie’s Fight” similar to and different from the challenges facing Mafatu?	3
3	2	50	Reread paragraphs 4–10. What figurative language does Roosevelt use in his descriptions? What does it reveal about his personality?	2
3	2	56	What was the significance of Roosevelt’s trips to Yellowstone and Yosemite? How do they reflect his view of nature?	4
3	2	62	Compare the information in “Stewards of the Land” with what you learned from the excerpts from Roosevelt’s autobiography in “Teddy Roosevelt and Nature.” How does the autobiography change or add to your understanding of Roosevelt?	3

*Teacher’s Resource System (TRS)

DOK Verb	Grade 6 Standard
Compare, Differentiate, Cite Evidence	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. RL.6.9 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.
Analyze, Cite Evidence	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
Analyze, Synthesize	RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.
Compare, Differentiate, Cite Evidence	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. RL.6.9 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.
Interpret, Cite Evidence	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. L.6.5a Interpret figures of speech in context.
Analyze, Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Compare, Cite Evidence, Draw Conclusions	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.9 Compare and contrast one author’s presentation of events with that of another

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Unit	Week	TRS* Page	Text Evidence Question	DOK Level
3	3	82	Reread the introduction on page 22. How does the introductory information help the reader understand John Muir's writing? What key details do the introductory materials provide?	2
3	3	88	The author says that Muir's writings include "poetic observations of the natural world." Reread paragraphs 4–9. What examples of poetic language can you find in this excerpt? Is his language also explanatory? Use examples from the text to support your response.	2
3	3	94	The author of "John Muir and Nature" says that Muir has "an almost mythic place in the history of the environmental movement." Would the author of "Stewards of the Land" agree or disagree with this idea? Use details from both texts to support your response.	3
4	2	148	What metaphor does Bud use throughout this chapter? How does it connect to the development of the plot?	4
4	2	154	Reread paragraphs 4–13. What conclusions can you draw about the characters from this interaction?	3
4	2	160	Compare the "voice" of the narrator in the poem with the "voice" of Bud in the story. How are they similar? How are they different? What is the effect on the reader? How do they affect you differently?	3
4	3	180	Reread paragraph 6. How is Mr. B.'s lesson about the environment connected to Mari's situation? How does it relate to the theme of the story?	4
4	3	186	The author uses a letter as the framework for this story. How does this structure influence the reader's understanding of the story? What are the advantages and disadvantages of this? Use details from the story to support your response.	4

*Teacher's Resource System (TRS)

DOK Verb	Grade 6 Standard
Infer, Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Interpret, Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. L.6.5a Interpret figures of speech in context.
Compare, Cite Evidence, Draw Conclusions	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.9 Compare and contrast one author's presentation of events with that of another
Analyze, Connect	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. L.6.5a Interpret figures of speech in context.
Draw Conclusions, Cite Evidence	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Compare, Differentiate, Cite Evidence, Infer	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.9 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.
Analyze, Connect	RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
Analyze, Cite Evidence	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

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Whole Group Text Evidence Questions Correlations

Unit	Week	TRS* Page	Text Evidence Question	DOK Level
4	3	192	Compare “The Letter” and “Going West.” How does the use of a first-person narrator help to convey the themes in both stories?	3
5	2	50	What idea is introduced in paragraph 3 and what examples does the author use to explain the idea? Use details from the text to support your response.	3
5	2	56	What details does the author use to support the claim that ocean exploration is worthwhile?	3
5	3	82	The text describes archaeology as a cross-disciplinary practice. How does the author illustrate this point in the text?	4
5	3	88	Explain what the principle of uniformitarianism and the Law of Superposition mean and explain why both are critical to the science of archaeology. How would the Law of Superposition apply to the discoveries made when uncovering a Mayan site?	3
6	2	148	Reread lines 17–24 of “The Ballad of Mulan.” What images does the poet create in these lines? How does it affect the tone of the poem?	4
6	2	154	Compare the poem “The Ballad of Mulan” and the screenplay excerpt “Mulan Joins the Army.” How is the character of Mulan revealed in the poem and in the screenplay excerpt? How is the character of Mulan in the play different from and similar to Mulan in the poem?	3
6	2	160	You have read both a poem and a screenplay about Mulan. Which format—the screenplay or the poem—is the best way to tell the story of Mulan? Why? Use details from the texts to support your response.	4
6	3	180	Reread paragraphs 1 and 2. What mood does the author set in these paragraphs? What descriptive language does she use to help establish the mood?	4
6	3	186	Reread paragraphs 3–10. How does the author use dialogue to tell the story? What inferences can readers make from the dialogue?	2

*Teacher’s Resource System (TRS)

DOK Verb	Grade 6 Standard
Compare, Draw Conclusions	RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text. RL.6.9 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.
Assess, Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text
Assess, Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Analyze, Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text
Explain Phenomena in Terms of Concepts, Cite Evidence	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
Analyze, Critique, Cite Evidence	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Compare, Differentiate, Cite Evidence	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.9 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.
Critique, Prove, Cite Evidence	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.9 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.
Analyze, Cite Evidence	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
Infer, Cite Evidence	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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Unit	Week	TRS* Page	Text Evidence Question	DOK Level
6	3	192	The characters King Arthur in "The Sword Excalibur," Mulan in "The Ballad of Mulan," and Will in "Midwinter Day" are all on a quest. How are the quests portrayed differently in each story? Which two are the most similar and why? Use details from the text to support your response.	3
7	2	50	How does the author organize the information in this section? What was the author's purpose for including this information?	3
7	2	56	How is the entertainment in ancient Rome similar to and different from your entertainment?	3
7	2	62	Reread the Architecture section in both "Rome's Augustan Age" and "Ancient Egypt's Golden Empire." Which culture was more focused on finding solutions to everyday life? Identify specific evidence in both texts.	3
7	3	82	What does the word terrace mean as it is used in the selection? Use your understanding of the word to explain the Inca way of farming.	2
7	3	88	In paragraph 2, the author states that "the engineering feats of the Inca are unrivaled." What evidence does the author use to support this claim? Does the author provide enough evidence to support the claim? Explain.	3
7	3	94	Reread "Rome's Augustan Age" and "The Golden Age of the Inca Empire." Based on your readings, what are the similarities between the Inca society and the ancient Roman society?	3
8	2	148	Reread paragraph 10. What does the author mean when he has the narrator say, "One would have fancied that the genii of romance were illuminating their underground palaces to receive the sons of men"? What does this reflect about the tone of the story?	2

*Teacher's Resource System (TRS)

DOK Verb	Grade 6 Standard
Compare, Differentiate, Cite Evidence	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. RL.6.9 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.
Assess, Cite Evidence	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
Compare, Differentiate, Draw Conclusions	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
Compare, Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
Use Context Clues, Summarize	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
Critique, Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
Compare	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
Interpret	RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. L.6.5a Interpret figures of speech in context.

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Whole Group Text Evidence Questions Correlations

Unit	Week	TRS* Page	Text Evidence Question	DOK Level
8	2	154	How does your perception of Professor Hardwigg and Harry change after listening to the selection?	3
8	2	160	How are Captain Nemo from “The South Pole” and Professor Hardwigg from “We Continue Our Descent” similar? What role does each character play in the story?	4
8	3	180	Reread paragraphs 1–3. What is the author’s purpose in this section? How does this section relate to one of the central ideas of the text?	4
8	3	186	Reread the section “Seismic Waves.” What do seismologists do? How have they contributed to our understanding of Earth’s interior?	3
8	3	192	In paragraph 20 of “Studying Earth’s Core,” the author states that Jules Verne’s characters, “as good scientists, used the scientific method.” What examples of this can you find in “We Continue Our Descent”? How is Professor Hardwigg’s work similar to the scientists you read about in “Studying Earth’s Core”?	3
9	2	50	What is the author's purpose for including the section "The Silk Road Today"? What additional information does it provide? What additional conclusions can you draw about trade after reading the section?	3
9	2	56	In paragraph 1, the author states that the Silk Road led to "the unprecedented sharing of commodities." How are the commodities shared on the Silk Road today different from what was exchanged in the past?	3
9	2	62	In "The Silk Road, Yesterday and Today," it says that Marco Polo's book was a best seller. What details from "Marco Polo, China Trader" help you understand why the book would be so popular?	3
9	3	82	Reread paragraphs 7 to 10. What inferences can the reader make about Min's personality from reading this? What details in the text support your inferences?	2
9	3	88	Reread the Epilogue. What does it reveal about the author's point of view? How does the Epilogue shape or change the conclusions readers draw from the text?	3

*Teacher’s Resource System (TRS)

DOK Verb	Grade 6 Standard
Formulate	RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
Analyze, Connect	RL.6.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
Analyze, Connect	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
Cite Evidence, Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Compare, Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Assess, Cite Evidence, Draw Conclusions	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
Differentiate, Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Infer, Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Draw Conclusions, Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

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Whole Group Text Evidence Questions Correlations

Unit	Week	TRS* Page	Text Evidence Question	DOK Level
9	3	94	In the Introduction of "Going Out" it states that the author followed two migrant workers to tell their story. What is the purpose of telling the story in this way? How is the effect different from the writer's presentation in "The Silk Road, Yesterday and Today"?	3
10	2	148	Reread the section "The Future of Energy." What is the author's purpose for including this section? How does it contribute to the main idea?	4
10	2	154	Based on what you've read in this article, what do you think the author's point of view would be about the United States' energy strategy? Use details from the text to support your response.	3
10	2	160	How does the information in "Energy Choices" help you better understand the debate over wind energy? What information from "Energy Choices" could be used to make a case for or against wind energy?	4
10	3	180	Reread paragraphs 7 to 12 to find out more about wind power. What claims does the author make in these paragraphs? Which claims are well supported by facts? Which claims are not?	3
10	3	186	Reread paragraphs 15–17. How do these paragraphs connect with the paragraphs that follow? What is the author's purpose for including them?	4
10	3	192	Compare "The Case for Wind: Efficiency," "The Case Against Wind: Inconsistency," "The Time for Wind is Now, America!" and "Big Wind: Full of Hot Air." Explain which of the four essays presents the best argument about wind energy and why. Use details from the text to support your response.	4

*Teacher's Resource System (TRS)

DOK Verb	Grade 6 Standard
Compare, Differentiate, Draw Conclusions	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. RI.6.9 Compare and contrast one author's presentation of events with that of another
Analyze, Connect	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
Hypothesize, Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
Connect, Critique, Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
Critique, Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
Analyze, Connect	RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
Critique Cite Evidence, Draw Conclusions	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

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Small Group Text Evidence Question Cards Correlations

Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 6 Standard(s)
		Letter	Number	Lexile				
1	Great Native American Leaders	V	60	1020L	Which Native American leaders worked to improve relations between Native Americans and the U.S. government?	1	Report	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What cultural difference between Native Americans and European settlers led to tension?	1	Identify	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Based on Powhatan's and John Smith's words, what can you infer about how Powhatan treated people?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What advantage did Massasoit have over Powhatan when dealing with the English settlers?	1	Identify	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Why did Tecumseh fight with the British in both the American Revolution and the War of 1812?	2	Infer	RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text
					What context clues explain why the Apache believed that Geronimo had the "power of survival"?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What key details explain why Sitting Bull was a legendary warrior and leader?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					How did Betty Mae Tiger Jumper's goals relate to her work with the Seminole people?	2	Relate	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What was the significance of changing the name of the Custer Battlefield Monument to Little Bighorn National Monument?	4	Analyze	RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text
					What text evidence describes four important things that Wilma Pearl Mankiller achieved for her people?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What context clues help the reader understand what Wilma Pearl Mankiller means by "follow a good path"?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 6 Standard(s)
		Letter	Number	Lexile				
1	Opinions about Presidential Speeches	V	60	1090L	What were the positive and negative consequences of the Civil Rights Act of 1964?	4	Analyze, Cause/Effect	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text
					What context clues help the reader understand what Johnson meant by "open the city of hope" on page 8?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What is the main idea of the last three paragraphs on page 8? What key details support the idea?	2	Infer	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
					What were President Johnson's goals in office? What was not included in his goals?	2	Infer, Identify	RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text
					Why was the Voting Rights Act of 1965 more effective than the Civil Rights Act of 1964?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What reasons does the author cite to explain the tension between the United States and the Soviet Union after World War II?	3	Critique, Cite Evidence	RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
					Why was President Reagan's speech so important to his goal of ending communism?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What evidence did President Reagan use to support the idea that Americans enjoyed freedoms?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What evidence from the introduction supports the idea that "Russians had very little freedom"?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 6 Standard(s)
		Letter	Number	Lexile				
1	Three Twentieth Century Dictators	X	60	790L	What aspect of Hitler's personality caused the German people to applaud and support him?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					The author believes that Hitler was the worst dictator of all time. What evidence does the author provide to support this point of view?	3	Cite Evidence	RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
					What context clues help you understand the meaning of the term *persecution* on page 12?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What context clues help to determine the meaning of the term *depression* on page 11?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					Hitler was the only one of the three dictators who committed suicide. How does the author explain why this may have happened?	3	Cite Evidence	RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
					What inferences can you make from observing closely the photograph of Mussolini's childhood house on page 14?	2	Interpret	RI.6.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
					What can the reader infer about why Mussolini would want to start his own newspaper?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Reread the primary source on the top of page 27. What did Stalin mean when he said, "A single death is a tragedy; a million deaths is a statistic."	2	Infer	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What text evidence supports the idea on page 26 that if Lenin had lived, Stalin might not have become a powerful dictator?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text
					How did the thinking of Karl Marx influence Stalin and the Bolsheviks?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					How can the concept on page 29 of the "Cold War" be summarized?	2	Summarize	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					In what ways was Stalin different from Hitler and Mussolini?	3	Compare	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 6 Standard(s)
		Letter	Number	Lexile				
1	Government in Ancient Times	V	60	800L	What clues help the reader understand the meaning of the word *warlord* in this book?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					Throughout Greece's ancient history, the ordinary person did not have power. What evidence from the text supports this idea?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text
					After reading chapter 1, what can the reader infer about early Greek settlements? Use text evidence to support your inference.	3	Cite Evidence, Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What does the word *abolish* mean in this book? Find context clues that help the reader determine the meaning of the term.	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What were two direct effects of electing Solon? Use text evidence to support your answer.	3	Cite Evidence, Cause/Effect	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					How did Athens and Sparta differ? Use text evidence to support your answer.	3	Compare, Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					After reading the section called "Daily Government in Sparta," what can the reader infer?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Why did the author include the historical perspective sidebar on page 20?	3	Critique	RI.6.5a Analyze the use of text features in popular media. RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
					What clues help the reader understand the meaning of the word *detrimental* in this book?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					Write a short summary for pages 30 and 31.	2	Summarize	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
					Emperor Augustus showed that a single-power emperor can be as effective as a democracy. Use evidence from the text to support this idea.	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What is the central idea of page 40?	2	Infer	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 6 Standard(s)
		Letter	Number	Lexile				
1	Government in Medieval Times	W	60	870L	According to the text, what are the reasons why Europe's population increased by the 1300s?	1	Report	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What evidence from the text supports the idea that the Magna Carta was a significant document with lasting influence?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text
					After reading chapter 1, what can the reader infer about the effects of the Black Death on Europe's economy?	2	Infer, Cause/Effect	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What does the term *Estates-General* mean in this book? Cite context clues that help the reader determine the meaning.	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What did Confucius believe? Use text evidence to support your answer.	3	Cite Evidence, Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					How did Taizu, and the Song rulers that followed him, impact government, society, and the economy of medieval China?	4	Analyze	RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text
					What can the reader conclude about Chinese dynasties and power?	3	Draw Conclusions	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What clues help the reader understand the meaning of the word *hereditary* in this book?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					How were the uji of medieval Japan like the lords of medieval Europe?	3	Compare	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					Write a one-sentence summary of the information on page 39.	2	Summarize	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
					How did the author organize most of the information in Chapter 3?	1	Identify	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.5a Analyze the use of text features in popular media.
					What clues help the reader understand the meaning of the term *archipelago* in this book?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 6 Standard(s)
1	Government Systems	X	60	870L	What context clues help the reader understand the meaning of the term *clan?*	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					After reading Chapter 1, what can the reader conclude about the value of governments?	3	Draw Conclusions	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Why did the author include the information on page 10?	3	Critique	RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
					What does the word *abdicate* mean in this book? Cite context clues from the text.	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What is the main idea of page 24?	2	Infer	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
					What evidence from the text supports the idea that for centuries, people have wanted to govern themselves?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What can the reader infer after reading the graphic feature on pages 26 and 27?	2	Interpret	RI.6.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
					What are the similarities and differences among socialism, communism, and capitalism?	3	Compare	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text
					Write a one-sentence summary for page 33.	2	Summarize	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
					According to the text, which country has been under a dictatorship the longest?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What text structure does the author mainly use on pages 38 and 39?	1	Identify	RI.6.5a Analyze the use of text features in popular media.
					What factors led to the appointment of Adolf Hitler as chancellor of Germany?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 6 Standard(s)
		Letter	Number	Lexile				
2	Varuna Takes a Job with the Census; An Attack on the Mayflower in the Year 2647	W	60	1020L	Where does the story take place?	1	Identify	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What details describe the reason Plynchins can go anywhere?	1	Identify	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					On page 19, what can the reader infer about Varuna's lunch break?	2	Infer	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What context clues help you understand the meaning of the term *census* on page 9?	2	Use Context Clues	RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
					On page 13, what details describe how the smart life-forms became extinct?	1	Identify	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What did the microscopic life-forms decide?	1	Report	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What text evidence on page 19 supports the idea that Ace feels inferior to his sister and father?	3	Cite Evidence	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What context clues help to determine the meaning of the term *hydroponic* on page 19?	2	Use Context Clues	RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
					What did Hank Trace regret?	2	Infer	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 6 Standard(s)
		Letter	Number	Lexile				
2	The Cadence of War	T	44	740L	How do Billy's reasons for wanting to enlist differ from Ben's? Use text evidence to support your answer.	3	Differentiate, Cite Evidence	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Why were Billy and Ben allowed to enlist even though they were only 15?	1	Identify	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Why did Billy think that "this was a soldier's war, not a place for drummer boys"?	2	Infer	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
					Why were soldiers responsible for feeding themselves?	2	Infer	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What context clues help the reader understand the meaning of *replicate* on page 11?	2	Use Context Clues	RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
					Why did regiments have drummer boys?	2	Infer	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Why did Ben's expression change to concern after he learned to play the cadence?	4	Analyze, Cause/Effect	RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
					What text evidence helps the reader understand how the soldiers felt about the drummer boys?	3	Cite Evidence	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
					What context clues help the reader understand the meaning of *reality of war* on page 17?	2	Use Context Clues	RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
					Why was Billy playing the drum as the soldiers marched toward Kentucky?	2	Infer	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What was Ben's weakness on the battlefield? What was his strength?	4	Analyze	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 6 Standard(s)
		Letter	Number	Lexile				
2	Rodrigo and the Dogs	U	50	930L	What context clues help the reader understand the meaning of *orchestrating* on page 2?	2	Use Context Clues	RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
					How does the author introduce the problem or conflict in the story?	3	Critique	RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.
					What key details help the reader understand what dogs had to learn to become therapy dogs?	3	Cite Evidence	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What text evidence supports the inference that Rodrigo's plans changed once he started training Santo as a therapy dog?	3	Cite Evidence	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What issues did Rodrigo have to face in order to solve his problem?	1	Identify	RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
					What is the meaning of "Enthusiasm is the handmaiden of diligence" on page 14? What context clues help the reader understand the meaning?	2	Use Context Clues	RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
					What aspects of Rodrigo's character make him a good candidate for organizing the fundraiser?	4	Analyze	RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
					What key details support the theme of "many hands make light work"?	3	Cite Evidence	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
					What text evidence supports the inference that Rodrigo had not told Abuelo about his idea before Santo completed his training?	3	Cite Evidence	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What connection did Rebecca Cassidy have with the outcome of the story?	1	Identify	RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

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2	No Such Thing As Worry	T	44	950L	In this story, Brer Rabbit is both foolish and clever. Find examples in the text of both his foolishness and his cleverness.	3	Cite Evidence	RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
					Why did Brer Fox use the dollbaby to get rid of Brer Rabbit?	1	Identify	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What context clues helped you understand the meaning of the metaphor *madder than a wet hornet,* used to describe Brer Rabbit?	2	Use Context Clues	RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
					How does this story show that pride can lead to one's downfall or defeat?	3	Critique	RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
					What context clues help the reader understand the meaning of *demise* on page 9?	2	Use Context Clues	RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
					What various factors enabled the slaves to cook scrumptious feasts and have parties?	3	Cite Evidence	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Why did Sarah serve the Master fruitcake instead of some other food?	2	Infer	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What can the reader infer about why Polly didn't have much to report after the last party?	2	Infer	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What context clues help the reader understand the meaning of *heart of gold* on page 18?	2	Use Context Clues	RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
					Why were people on the steamboat willing to move to Annie's keelboat? Was it a good decision?	4	Analyze	RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

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2	Opinions About Difficult Times in Literature	U	50	960L	What details support the idea that Christopher Paul Curtis used his personal history for inspiration?	3
					What does Bud mean when he says that he "know[s] the kind of things librarians think are special"? What clues in the text help the reader?	2
					By the end of the chapter, how does Bud feel about the library?	2
					Summarize how Bud handles the various problems and challenges he faces in the chapter from *Bud, Not Buddy.*	2
					How is the theme "you're never alone in the world" explored in the chapter from *Bud, Not Buddy?*	3
					How is the idea of being alone approached in *M.C. Higgins, the Great*? How is the approach to this idea different in *Bud, Not Buddy*?	4
					What does it mean when M.C. is described as being "in a trance"? What context clues help the reader understand this phrase?	2
					How does M.C. connect to his family history? What does he learn about himself from doing so?	2
					According to the author of Opinion 1, how are Bud and M.C. similar?	1
					What evidence does the author of Opinion 2 offer that M.C. is an astute observer?	3

DOK Verb(s)	Grade 6 Standard(s)
Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Summarize	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
Critique	RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text
Analyze, Compare	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Identify	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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2	The Adventures of Tom Sawyer	W	60	980L	What context clues help the reader understand the meaning of *pariah* on page 6?	2	Use Context Clues	RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
					Use text evidence to explain what the phrase *nature lay in trance* means in this context.	2	Use Context Clues	RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
					After reading page 8, what can the reader infer about Tom's plans?	2	Infer	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What is the central idea behind Tom's plans on pages 8 and 9?	2	Infer	RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
					What text evidence supports the inference that Tom is superstitious?	3	Cite Evidence	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Why does Tom's and Joe Harper's speech change on pages 14 and 15?	2	Infer	RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
					What ideas from Chapter VIII continue to be part of the plot described on page 18?	4	Analyze	RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
					What context clues help the reader understand the meaning of *made a mighty stir* on page 19?	2	Use Context Clues	RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
					How did people's opinions of Tom and Huck change after they found the fortune? Cite evidence from the text.	4	Analyze, Cite Evidence, Cause/Effect	RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
					What context clues help the reader understand the meaning of *prodigious* on page 20?	2	Use Context Clues	RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
					How did Tom and Huck respond to the changes in their lives? Use text evidence to support your answer.	4	Analyze, Cite Evidence, Cause/Effect	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

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3	Nature of Life	Y	70	1010L	What details support the idea that technology allows us to understand cell structure?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What context clues help the reader understand the meaning of the term *organelle* in this text?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What text evidence and graphic features support the idea that eukaryotic cells are more complex than prokaryotic cells?	3	Cite Evidence	RI.6.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
					What text evidence supports the inference that cells are open systems?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					After reading page 22, what can the reader infer about organisms living in extreme climates? Use text evidence to support your answer.	3	Cite Evidence, Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Why is the process of meiosis critical to diversity within a species? Find text evidence to support your answer.	4	Analyze, Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					Why did the author include the "Hands-On Science" activity on page 18?	3	Critique	RI.6.5a Analyze the use of text features in popular media.
					What does the word *mutation* mean in this text? What context clues help the reader understand the meaning?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What are the four most important facts on page 34?	1	Identify	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					If two species of frog live in the same pond and eat the same type of insects, how might one species adapt over time in order to better compete for resources? Use text evidence to support your answer.	4	Apply Concepts, Hypothsize, Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
					Look at the food web diagram on page 33. Identify one producer, one herbivore, one carnivore, and one omnivore. Use text evidence to support your answer.	3	Cite Evidence, Interpret, Identify	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.5a Analyze the use of text features in popular media.
					What is the main idea in "Correcting Human Behavior" on page 40? Use text evidence to support your answer.	2	Infer	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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3	Earth's Oceans	Y	70	1020L	What process caused the biggest change in the shape of the oceans over the last 225 million years? Find text evidence to support your answer.	3	Cite Evidence, Cause/Effect	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What context clues help the reader understand the difference between oceans and seas?	3	Differentiate, Use Context Clues	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					Why did the author include the diagram of the sea floor at the bottom of page 12?	3	Critique	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text
					Why do scientists divide the ocean into both horizontal and vertical categories? Use text evidence to support your answer.	3	Cite Evidence, Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					One week before the full moon, are tides likely to be unusually high or unusually low? Use text evidence to support your answer.	4	Apply Concepts, Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What text details explain the differences between shoreline waves and tsunamis?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What are the four most important facts about winds and surface currents on page 23?	1	Identify	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What context clues and graphic features help the reader understand the term *oceanic conveyor belt?*	2	Use Context Clues, Interpret	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. RI.6.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
					What are the three most important factors influencing the adaptations of different forms of sea life? Cite text evidence to support your conclusions.	3	Cite Evidence, Draw Conclusions	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text
					What context clues help the reader define the term *habitat* as it is used in this text?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					On page 37, how does the author deal with conflicting viewpoints? Cite text evidence to support your answer.	3	Critique, Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
					Why is ocean pollution dangerous for humans? Cite text evidence to support your answer.	1	Cite Evidence, Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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3	Living Things and Their Environments	V	60	820L	What context clues help the reader understand the meaning of the term *diversity* in this book?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					Compare and contrast abiotic and biotic factors. Give an example of each. Use evidence from the text to support your answer.	3	Cite Evidence, Compare, Define	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					Write a one-sentence summary for the first three paragraphs on page 8.	2	Summarize	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
					What is the central idea of the section titled "Niches" in Chapter 1? Use text and graphic evidence to support your answer.	2	Infer	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI.6.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
					How do plants and other autotrophs make their own food? Write a brief summary of the process.	3	Explain Phenomena in Terms of Concepts, Summarize	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
					What text evidence and graphic features support the idea that there is a wide variety of decomposers?	3	Cite Evidence	RI.6.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
					What is the meaning of the term *biomass* in the text? What context clue helps the reader understand the meaning?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					Why did the author include the sidebar on about Biruté Galdikas?	3	Critique	RI.6.5a Analyze the use of text features in popular media.
					What is the central idea of Chapter 3?	2	Infer	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
					What inference can the reader draw after reading Chapter 4? Use text evidence to support your answer.	3	Cite Evidence, Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					"Some niches in the ecosystem disappear for a time." What can the reader infer from this statement? Find evidence in the text to support your answer.	3	Cite Evidence, Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What does the word *competition* mean in this book?	1	Define	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

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3	Land Biomes	W	60	900L	What can the reader conclude about climate from the information in Chapter 1?	3	Draw Conclusions	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What key details help the reader determine the main idea of Chapter 1?	3	Cite Evidence	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
					Which sentences from Chapter 1 suggest that animals accustomed to certain climates could not survive easily in other climates?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What context clues help the reader to determine the meaning of the term *latitude* in this book?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					According to the information in the text, which coastal city would have a milder climate-Venice, Italy (latitude, 45° North) or Helsinki, Finland (latitude, 60° N)?	4	Apply Concepts	RI.6.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
					According to the text, what biome is most likely to be rainy and cool in the winter?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What is the distinction between the terms *tropical rain forest* and *temperate rain forest*?	3	Differentiate, Define	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					According to the text, and the table on page 26, what special adaptations do trees in the taiga tend to have?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Which context clues help the reader understand the meaning of the term *estivation*?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What is the main idea in Chapter 3?	2	Infer	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
					What can the reader infer about diseases from the information on page 33?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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3	Aquatic Biomes	X	60	920L	What key details help the reader determine the main idea of Chapter 1?	2	Infer	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
					What can the reader conclude about life on the ocean surface compared with life in the other two ocean zones?	3	Draw Conclusions, Compare	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What does the term *adaptions* mean in this book? Cite context clues that help the reader determine the meaning of this word.	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					How do the map, diagram, table, graphs, and other graphic features in Chapter 1 support the readers understanding of marine biomes?	3	Critique, Interpret	RI.6.5a Analyze the use of text features in popular media.
					Do all plants need soil to grow? Use text evidence to support your answer.	3	Cite Evidence, Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Different types of animals live in streams. Use text evidence to support this claim.	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What are Earth's major freshwater biomes?	1	Identify	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Which context clues help the reader understand the meaning of the term *Endangered Species Act?*	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					Write a one-sentence summary for pages 38–39.	2	Summarize	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
					What is the message of Chapter 3? Cite evidence from the text to support your answer.	2	Infer	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
					According to the text, what are some ways to reduce the size of one's ecological footprint?	1	Identify	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Why did the author include the *Hands-On Science* activity on page 40?	3	Critique	RI.6.5a Analyze the use of text features in popular media. RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

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3	Adaptations and Biodiversity	Z	80	980L	Why did the author begin the book with a discussion about a cancer drug?	3	Critique	RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
					How have different animal species become adapted to surviving the colder months in temperate woodland climates? Cite text evidence to support your answer.	3	Cite Evidence, Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What does the term *biodiversity* mean in the book? Cite context clues that help the reader determine the meaning.	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What text evidence supports the inference that other organisms have become adapted to human activity?	3	Cite Evidence, Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What is the central idea of pages 16–17?	2	Infer	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
					What is the meaning of the term *natural selection* in this book? Cite text evidence to support your answer.	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					How did Darwin know that traits of a species were passed on from parent to the offspring?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Would humans have become the dominant species on Earth if dinosaurs had not become extinct? Use text evidence to support your answer.	3	Hypothesize, Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What text and graphic features help the reader understand divergent evolution?	3	Cite Evidence	RI.6.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
					What text evidence helps the reader determine the central idea of the section "Extinctions" on page 28?	2	Infer	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
					What does the term *niche* mean in this book?	1	Define	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What text evidence supports the inference that humans are not yet done evolving?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 6 Standard(s)
		Letter	Number	Lexile				
4	America's First Game	V	60	1070L	What lesson might the animals have learned after the first game of lacrosse was over?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What details in Neal Powless's story support his statement that he "lives his values"?	3	Cite Evidence	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What does the term *inclusion* mean? What context clues help the reader understand its meaning?	2	Use Context Clues	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					How does Neal Powless feel the game of lacrosse connects to other, more general traditions of the Iroquois?	1	Identify	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What text evidence supports the idea that the alliance of the Haudenosaunee made an important contribution to the history of the United States?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text
					According to the section "Lacrosse as a Tradition," in what specific ways are field lacrosse and box lacrosse similar to other sports?	3	Compare, Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Why does Neal Powless love lacrosse?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Neal Powless's name means "His voice is heard among the people." What details in his story demonstrate that he is living his life in a way that connects to his own name?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					How are the Muscogee and Onondaga folktales similar?	3	Compare	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Based on context clues, what do you think it means to drift?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

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4	Analytical Arguments About Influential Speeches	Y	70	1130L	What did Lincoln mean when he said that the civil war "test[ed] whether that nation or any nation so conceived and so dedicated can long endure"?	2	Infer	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What was Lincoln's goal in the first paragraph of his speech?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
					What did Lincoln mean when he said "The world will little note nor long remember what we say here"?	2	Infer	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					In the first two sections of the book, why does the author include other information in addition to the actual speeches?	3	Critique	RI.6.5a Analyze the use of text features in popular media.
					What key details explain why Anthony's speech can be labeled an analytical argument?	3	Cite Evidence	RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
					For how many years did Anthony fight for women's suffrage?	1	Identify	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What context clues describe the milestones in spaceflight over which the United States and the Soviet Union competed?	3	Cite Evidence	RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text
					What main points did Kennedy make to persuade people to support the space program?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What goals for the space program did Kennedy mention in this speech?	1	Identify, List	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text
					What text evidence from each speech shows that Lincoln, Anthony, and Kennedy were working toward progress?	4	Synthesize, Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
					According to the author of Argument 2, what "enemy" is pointed out in each of the three speeches? Are the enemies internal or external?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

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		Letter	Number	Lexile				
4	Arguments About Poetry	Y	70	1160L	How is the "music" of free verse different than the "music" of a sonnet?	3	Compare	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Summarize what to look for when analyzing a poem.	4	Analyze, Summarize	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Which subjects did William Blake often write about in his poetry? What is one reason he preferred these subjects?	2	Infer, Identify	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					How is the poem's central metaphor of one's anger being like a growing tree developed in the second stanza of the poem?	3	Critique, Relate	RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text
					On page 12, Emily Dickinson is described as *retiring.* Look for context clues to define the term.	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What text evidence supports the idea that Emily Dickinson was an "independent woman and thinker"?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					How does Emily Dickinson use rhyme and rhythm to create the internal "music" of "Hope is the thing with feathers"?	3	Critique	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Why did the advent of World War I bring more attention to A. E. Housman's first book of poems?	2	Infer, Cause/Effect	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					In "To an Athlete Dying Young," how is the imagery of stanza 1 similar to and different from stanza 2? Cite details from both stanzas.	3	Compare, Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Explain how the writer of Argument 1 claims that the last stanza of "A Poison Tree" supports the meaning of the poem.	3	Critique	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

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		Letter	Number	Lexile				
4	Dream Pilot, Erased	W	60	880L	How does parallel text structure on pages 8 and 13 help the reader understand the two different pilots?	3	Critique	RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
					What text evidence supports the idea that communication through words may sometimes be less effective than other forms of communication?	3	Cite Evidence	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What key details about the cause of nightmares suggest that the alien civilization may be more advanced than human civilization?	3	Cite Evidence, Cause/Effect	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					How does the pilot know that the alien spaceship isn't just another nightmare?	2	Infer	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What text evidence supports the inference that the alien being is less afraid and less aggressive than the human?	3	Cite Evidence	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What text evidence supports the theme that people shouldn't automatically fear someone who looks or acts very different from them?	3	Cite Evidence	RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
					What do the first three paragraphs on page 18 contribute to the story?	3	Critique	RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
					What key details explain how books are different in the future than they are in the present?	3	Cite Evidence	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					In the story, who decides whether a book will be banned?	1	Identify	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					How does the information on page 6 help the reader understand the reference to *Fahrenheit 451* on page 20?	2	Infer	RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
					What text evidence supports the inference that Infobom is making sure the Secret Reader network can't become active again?	3	Cite Evidence	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					How do Andi, Topher, and the Secret Readers plan to outwit the people who ban books?	1	Identify	RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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		Letter	Number	Lexile				
4	The Adventure of the Blue Carbuncle	V	60	950L	How does the information in the introduction contribute to the reader's understanding of the story?	3	Critique	RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
					What text evidence supports the inference that Holmes's stories have lasting appeal?	3	Cite Evidence	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What does Dr. Watson's point of view contribute to the story?	4	Analyze	RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.
					What context clues help the reader understand why the countess might be induced to part with half her fortune for the return of the stone?	3	Cite Evidence	RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
					How did having Holmes read the newspaper clipping about the robbery contribute to the plot of the story?	2	Infer	RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
					Why did Holmes ask Peterson to buy a goose? Use text evidence to support your explanation.	3	Cite Evidence, Infer	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What context clues help the reader understand the meaning of *bonny* on page 11?	2	Use Context Clues	RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
					After reading page 15, what inference can you draw about whether Henry Baker knew the stolen jewel was in the goose? Why?	2	Infer	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What context clues help the reader understand what Ryder meant on page 25 when he said that his friend Maudsley went to the bad?	3	Cite Evidence	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Why did Ryder feel the need to hide the carbuncle as quickly as possible?	2	Infer	RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

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		Letter	Number	Lexile				
4	When I Was Your Age	V	60	970L	Why was the Victrola such a prized item in the Goodenow home?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Doris Kells Goodenow writes that she was a tomboy when she was a girl. From context, what does this mean?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What anecdote about telephones does Elvira Medina offer that supports the idea that "the world has changed in dramatic ways in the past hundred years"?	1	Identify	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Find text evidence of one way Elvira Medina feels that the world is better for children today than in her time and one way she thinks it is worse.	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Summarize what school was like for Domenico Tino.	2	Summarize	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
					What does it mean to make do? Look for context clues on page 18.	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					Domenico Tino says that "family was the most important thing" in his home. What are some details that support this idea?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					How did the radio impact Doris Kells Goodenow, Elvira Medina, and Domenico Tino differently?	2	Cause/Effect	RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text
					How did North Dakota's climate impact Eleanor Foster's childhood?	2	Cause/Effect	RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text
					What details from the text tell how Domenico Tino and Eleanor Foster were affected by World War II?	3	Cite Evidence, Cause/Effect	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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		Letter	Number	Lexile				
5	The Science of Flight	V	60	1040L	What context clues help the reader understand the meaning of *imagined innovations* on pages 6 and 7?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What text evidence explains how the Wright brothers improved on Lilienthal's ideas?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					How were the Wright brothers' glider and airplane designs similar to and different from birds?	3	Compare	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Based on the text and illustration on page 5 and the diagram on page 10, what can you infer about Lilienthal's ideas about controlling the glider?	2	Intrepret, Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.5a Analyze the use of text features in popular media. RI.6.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
					If a plane is moving at a constant speed and altitude, what forces acting on the plane are balanced? How do you know?	4	Apply Concepts	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What evidence suggests that modern airplanes are designed to reduce the amount of drag? What advantage does this provide?	4	Analyze, Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					How do the diagrams on page 13 contribute to the reader's understanding of how a plane flies?	3	Critique, Interpret	RI.6.5a Analyze the use of text features in popular media.
					What context clues help the reader understand the meaning of *spoiler* on page 13?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What are four important facts on pages 16–17?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What were three major advances in planes during World War II?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What advantages do helicopters have over airplanes?	4	Analyze, Compare	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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		Letter	Number	Lexile				
5	Opinions About Science Fiction Technology	V	60	1060L	Why do futuristic technologies in science fiction stories often become realities?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What evidence does the author use to show that scientific advances in *Frankenstein* have become reality?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What does it mean that Jules Verne may have been "the father of science fiction"? What context clues help the reader understand its meaning?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					Why do some argue that Verne is "the father of tech-fi" rather than of "sci-fi"?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What details support the idea that Jules Verne predicted some technologies of the modern submarine in his book *Twenty Thousand Leagues Under the Sea?*	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What details support the claim that H.G. Wells is more deserving of the title "father of science fiction" than is Jules Verne?	3	Cite Evidence	RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text
					What images and key details from the chapter on *The War of the Worlds* support the idea that H.G. Wells foresaw the invention of modern lasers?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What details in the film *A Trip to the Moon* accurately predicted aspects of space exploration?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What is meant by the term *Big Brother*? What context clues help the reader understand the meaning?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What key details support the point of view of Opinion 1?	3	Cite Evidence	RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

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		Letter	Number	Lexile				
5	Careers on the Cutting Edge	X	60	1120L	What text evidence on page 3 supports the idea that changing technology changes how jobs are done?	3	Cite Evidence	RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text
					How were the contributions of Steve Jobs and Bill Gates similar? How were they different?	3	Compare	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What context clues help the reader understand the meaning of *diverse specialties* on page 6?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					Based on the graph, when will the number of software engineers be about 1.5 million?	2	Interpret	RI.6.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
					What key details describe how movie special effects have changed since their advent?	3	Cite Evidence	RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text
					What technologies developed for space are also useful for people on Earth?	1	Identify, List	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Why is the Dragon unique? Use text evidence to support your answer.	3	Cite Evidence, Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Why are the artificial leaf and solar cell important? For whom might they be particularly useful?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What are four advances in car design described on pages 18 and 19?	1	Identify	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What context clues help the reader understand the meaning of *filament* on page 20?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

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		Letter	Number	Lexile				
5	Galileo's Gift	T	44	760L	Why did Domenico's father warn him to keep his eyes on solid ground rather than watching the stars?	2	Infer	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What text evidence explains how the reparations that Galileo planned for Domenico were related to the boys throwing rotten vegetables at Galileo's house?	3	Cite Evidence	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What context clues help the reader understand the meaning of *phases* on page 14?	2	Use Context Clues	RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
					Why did Galileo's observations of Venus lead him to contradict the Church?	4	Analyze	RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
					How did Domenico break his promise to his father?	1	Identify	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What key details support the theme that learning the truth may require sacrifice?	3	Cite Evidence	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					How did Bastian differ from Lorenzo and Paolo?	3	Differentiate	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What context clues help the reader understand the meaning of *reevaluating* on page 25?	2	Use Context Clues	RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
					What text evidence explains how Galileo offended the Pope?	3	Cite Evidence	RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
					To what fears was Galileo referring when he told Domenico to "let go of your fears"?	2	Infer	RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
					What is Galileo's final lesson for Domenico?	1	Identify	RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

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		Letter	Number	Lexile				
5	It's Revolutionary! Technologies That Changes the World	U	50	890L	Which technology systems does the X-ray relate to? How do you know?	3	Cite Evidence, Relate	RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text
					What can readers infer about how technology changed the lives of hunters-gatherers?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What details support the reason why people changed the traits of plants during the agricultural revolution?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					How did new machines, such as the spinning jenny and the cotton-spinning machine, impact the textile industry in the mid-1700s?	4	Analyze	RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text
					What can readers infer about how steam-powered railroad trains changed transportation?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Which invention from the chart on page 12 made the sewing and production of clothing faster and easier?	2	Infer	RI.6.5a Analyze the use of text features in popular media.
					What is the meaning of the term *manufacturing* on page 13? What text clues help you find the meaning of the term?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What can readers infer about how people benefited from mass production in manufacturing?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What can readers infer from page 14 about why laws were needed to protect children during the Industrial Revolution?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Review the photos and text on pages 15 and 16. How are the machines alike? How are they different?	3	Compare, Differentiate, Interpret	RI.6.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
					Review the picture and text on page 21. When people type "www" in their computer browsers, what are they linking to?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

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		Letter	Number	Lexile				
5	Behind the Microscope	W	60	960L	What aspects of being a scientist drew Dr. Meléndez to the field as a young girl? Use text evidence to support your answer.	3	Cite Evidence, Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Use text evidence to demonstrate how Dr. Meléndez's family supported her career aspirations.	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					In college, Dr. Meléndez chose to do a research thesis. Why did she come to this decision naturally?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What does the term *unnerving* mean? Look for context clues on page 10.	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					Would Dr. Meléndez like to see more women in science? What evidence in the text supports this inference?	3	Cite Evidence, Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					In what different ways does Dr. Meléndez interact with students today?	3	Differentiate, Identify	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					On page 18, Dr. Meléndez uses the term *affluent* to describe certain students. What does this mean? Use context clues.	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					Give an example of how Dr. Meléndez's scientific findings have been shared with and used by others.	1	Identify	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What text evidence supports the inference that Dr. Meléndez probably feels government spending on scientific research is money well spent?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What details from the text provide a summary of what Dr. Meléndez feels is necessary to succeed in a science-related career?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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		Letter	Number	Lexile				
6	Atlantis, El Dorado	W	60	1010L	Summarize what you learned about where Atlantis is located.	2	Summarize	RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
					What context clues help you understand the meaning of the word *compassionate* on page 9?	2	Use Context Clues	RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
					How did Atlas's concern for his people ultimately lead to their destruction?	2	Cause/Effect	RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
					How did the Atlanteans' journeys affect the attitudes of the people?	2	Cause/Effect	RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
					What can the reader infer about the cause of Atlantis's destruction?	2	Infer, Cause/Effect	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What details describe how people outside Atlantis viewed the country?	3	Cite Evidence	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Why did Francisco Pizarro send Francisco Orellana into the jungle?	2	Infer	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What context clues help you understand the meaning of the word *arduous* on page 21?	2	Use Context Clues	RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
					What text evidence on page 22 supports the idea that Orellana and his men had a difficult time in the jungle?	3	Cite Evidence	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What events led Orellana to discover the supposed location of the city of gold?	2	Infer	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					How are the Atlanteans' motivations similar to Orellana's?	3	Compare	RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
					How are the lessons of each story similar?	3	Compare	RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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		Letter	Number	Lexile				
6	Cocijo's Gift to the People: A Zapotec Myth; Manco Capac and the Golden Rod: An Inca Myth; Quetzalcoatl Creates People: An Aztec Myth	W	60	820L	What change does Cocijo undergo in the story?	4	Analyze	RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
					What is the effect on Cocijo of Coquihani ruling the people with kindness and responsibility?	2	Cause/Effect	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					In what order are the four pots opened?	1	List	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What context clues help the reader understand the meaning of the term *revels* on page 11?	2	Use Context Clues	RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
					How is Cocijo different from Coquihani?	3	Differentiate	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What are the civilized ways that Inti and Mama Quilla want Manco Capac and Mama Ocllo to teach the people?	1	Identify	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					After reading page 18, what text evidence supports the idea that Manco Capac and Mama Ocllo treated the people with dignity and respect and did not demand that the people obey them?	3	Cite Evidence	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					After reading page 19, what text evidence supports the inference that the Inca people continued to be proud of their heritage as children of Inti and Mama Quilla long after the empire began?	3	Cite Evidence	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Why do Milky Way and Star Goddess want to put people back on Earth?	2	Infer	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What details show that Quetzalcoatl succeeds because he doesn't give up?	3	Cite Evidence	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What context clues help to determine the meaning of the word *chasm* on page 26?	2	Use Context Clues	RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
					This creation myth tells how people came to be in the world. What specific characteristic about people does the myth also explain?	1	Identify	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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					What was the role of the Sherpa in the story?	2	Infer, Cause/Effect	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What is the monks' attitude regarding the yeti and how does it impact the legend?	2	Infer, Cause/Effect	RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
					After reading page 13, what can you infer about Philips' and Mitchell's intentions for the yeti?	2	Infer	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What context clues help you understand the meaning of the term *altitude* on pages 11 and 14?	2	Use Context Clues	RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
					What details support the idea that the yeti stands for the values of nonviolence and compassion?	3	Cite Evidence	RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
					Why did Bauman want to hunt at the mountain stream, and what could have discouraged him from going there?	3	Hypothesize, Infer	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
6	In the Footsteps of Yeti, Stalked by Bigfoot	S	44	860L	What text evidence do you find in "About These Legendary Creatures" to support the idea that people are fascinated by the possibility of a creature that is part man and part ape?	3	Cite Evidence	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What context clues help to determine the meaning of the term *intrepid* on page 19?	2	Use Context Clues	RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
					How did Bauman's attitude and outlook change through his encounter with Bigfoot?	2	Infer	RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
					How are guns represented differently in these two legends?	3	Differentiate	RL.6.9 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.
					The author creates a powerful image of Bigfoot through her words and language. Based on your reading, how would you describe Bigfoot?	1	Describe	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					How is the purpose of Bauman's journey different from that of the Englishmen?	4	Analyze, Differentiate	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

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6	Newcomers to America	U	50	900L	Why did the writer and his friends love baptisms at the church?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Why was the news that the writer would move to New York both "exciting and scary"?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What evidence supports the inference that the writer was the only person in his family who was scared on the elevated subway train?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What reasons does the writer provide to explain why his new apartment had him "spellbound"?	3	Cite Evidence, Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What is the meaning of *reciting* on page 13? What context clues help the reader determine its meaning?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What is the meaning of *linguist* on page 18? What context clues help the reader determine its meaning?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What was the writer actually sad about when her mother sold her doll furniture?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What does the writer's grandmother give her before she leaves? Why is this important to the writer?	2	Infer, Identify	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					How did the writer make her first friends in New York City?	1	Identify	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What evidence does the author provide to show that she adjusted well to life in New York?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What role did the parents of the writers' play in both these memoirs? Were there any important differences?	4	Analyze, Differentiate	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What reactions did each of the writers have to the news they were moving to New York City?	1	Identify, Describe	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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6	Ra Creates the World, Isis and Osiris, The Death and Rebirth of Osiris	W	60	910L	What text evidence explains the two main purposes of myths?	3	Cite Evidence	RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
					What text evidence supports the idea that Nun is the "parent" of Ra?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What text structures are used in the last paragraph on page 11?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What text evidence supports the inference that Ra cared about and accepted responsibility for his creations?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What context clues help the reader understand the meaning of *omnipotent* on page 16?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					How did the light on the original 360 days of the year differ from the light on the last five days?	2	Identify, Relate	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What text evidence supports the inference that Ra's powers did not include knowledge of what other gods were doing?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What context clues help the reader understand the meaning of *benevolent* on page 19?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What natural events were explained in the last paragraph on page 19?	1	Identify	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What context clues help the reader understand the meaning of *privy* on page 23?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What text evidence supports the idea that the gods keep their powers even after they die?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What text evidence describes how the births of Ra, Shu, Osiris, and Horus the Child differed?	3	Cite Evidence, Differentiate	RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text

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6	Robin Hood Shoots for the Queen	U	50	930L	What summary explains why the queen called for Robin Hood and his band of Merry Men to come to her aid?	2	Summarize	RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
					What details describe the reason King Henry's face turned red with anger when he saw Robin Hood?	3	Cite Evidence	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					After reading the legend, what can the reader infer about the king and queen's relationship?	2	Infer, Relate	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What context clues help you understand the meaning of the term *reserved* on page 13?	2	Use Context Clues	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What details describe how Tell feels about the challenge Gessler gives him to shoot an apple off his son's head?	3	Cite Evidence	RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
					What does Tell do as he chooses an arrow, and why?	2	Infer, Identify	RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
					What text evidence supports the idea that Tell was still willing to stand up to Gessler, even after being sentenced to Kusnacht Castle?	3	Cite Evidence	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What context clues help to determine the meaning of the term *reluctantly* on page 19?	2	Use Context Clues	RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
					What is the overall lesson of "The Sword in the Stone"?	2	Infer	RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
					What "legendary" talents do both Robin Hood and William Tell have?	3	Compare, Identify	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What text evidence shows that all three main characters in the legends were not trying to be heroes?	3	Cite Evidence, Compare	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What context clues in the story help to determine the meaning of the word *inscription* on page 26?	2	Use Context Clues	RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

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		Letter	Number	Lexile				
7	Mahatma Gandhi; Nelson Mandela	X	60	1040L	What major events happened in Gandhi's life before he turned 16?	1	Identify	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What context clues help you understand the meaning of the term *second-class citizen* on page 8?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					Why was Gandhi's time in South Africa an important experience in his life? What text evidence supports this?	3	Cite Evidence, Infer	RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text
					What caused Gandhi to organize the Salt March?	2	Cause/Effect	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What can the reader infer about what Gandhi was willing to risk in order to achieve Indian independence?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What text evidence shows support for how Gandhi's life continued to affect people and events after his death?	3	Cite Evidence, Cause/Effect	RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text
					Describe Nelson Mandela's childhood in your own words.	1	Describe	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What is similar about Gandhi's and Mandela's higher education?	3	Compare	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What inference can you draw about ANC members' priorities based on what you read about the ANC flag?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What evidence does the author provide to show that black South Africans did not benefit from ANP rule?	3	Cite Evidence	RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
					How did Mandela's methods eventually differ from Gandhi's?	3	Compare	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What similar lessons can the reader draw from each man's life?	3	Compare	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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7	Mysteries Set in Stone	X	60	1060L	Why are these stone structures of particular interest to archaeologists?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Based on the information on pages 5 and 6, when would Merlin have lived if the legend about his connection to Stonehenge is true?	3	Hypothesize	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Why can you infer that Stonehenge was important to the people of southern England?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					How are Stonehenge and the moai similar? How are they different?	3	Compare, Differentiate	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What was the connection between the trees on Easter Island and the building of the moai?	2	Relate, Cause/Effect	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What text evidence supports the idea that Machu Picchu was not occupied when the Spaniards arrived?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What context clues help the reader understand the meaning of *artifacts* on page 17?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What text evidence supports the inference that the builders of Machu Picchu were highly skilled?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What do archaeologists believe was the purpose of the pyramids?	1	Report	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What similarities are there between Stonehenge and the Pyramids of Giza?	3	Compare	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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7	Childhood in Different Times and Places	X	60	1080L	How are the chapters within the book organized?	2
					What details about ancient Egyptian children support the idea that childhood lasted for a much shorter time back then than it does today?	3
					How do archaeologists know that some ancient Egyptian children were educated?	1
					Summarize life for women in Sparta.	2
					Why was a Spartan boy's education more physical than intellectual?	4
					What evidence is there that a Roman boy's education was varied?	3
					What did Roman boys and girls do for fun?	1
					How was country life different than city life in Europe during the Middle Ages?	3
					How is the term *blow* used on page 19? What context clues help the reader understand its meaning?	2
					What evidence in the text supports the idea that children were an important part of family life on the Plymouth plantation?	3

DOK Verb(s)	Grade 6 Standard(s)
Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Identify	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Summarize	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
Analyze	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Identify	RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text
Compare	RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text
Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 6 Standard(s)
		Letter	Number	Lexile				
7	Ancient Cultures of Mesoamerica	Y	70	1120L	What can the reader infer about the similarities and differences among Mesoamerican cultures?	3	Compare, Differentiate	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Why did the author refer to the Olmec as the "mother culture"?	1	Critique	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
					Which details on page 10 support the main idea that Teotihuacan had a rich culture?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Why was it possible for early Mesoamericans to form permanent cities?	4	Analyze	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					How have archaeologists learned about Mesoamerican cultures? Use text evidence to support your inference.	3	Cite Evidence, Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Which context clues help the reader understand the meaning of the term *alliance* on page 21?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What caused the decline of Tikal, Palenque, and Copan after 800 BCE?	1	Report	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What was the hierarchy of social classes among rulers and priests? Cite text evidence to support your answer.	3	Cite Evidence, Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What inference can the reader make about stonecutters in Aztec and Mayan cultures?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Which context clues help the reader understand the meaning of the term *polychrome*?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What is the connection between the building of chinampas and the success of agriculture in Teotihuacan?	2	Relate, Cause/Effect	RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text
					Which details support that idea that many Mayan and Aztec gods and goddesses were based on nature or natural events?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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		Letter	Number	Lexile				
7	The Da Vinci Notebooks	W	60	1180L	What text evidence supports the inference that da Vinci was "one of the most talented people who ever lived?"	3	Cite Evidence, Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What are the two main ideas in the first section on page 8? What key details support your answer?	3	Cite Evidence, Infer	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
					How are da Vinci's ideas about perspective reflected in the Mona Lisa?	3	Critique	RI.6.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
					What text evidence supports the inference that objects are more easily seen against a much lighter or darker background?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					According to da Vinci, what factors influence the way shadow and light are seen by the eye?	1	Report	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What text and visual evidence supports the idea that da Vinci measured parts of the human body?	3	Cite Evidence	RI.6.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
					What key details explain da Vinci's approach to painting landscapes?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What context clues help the reader understand the meaning of *deceive* on page 22?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What supports the inference that da Vinci believed the process of painting was more rewarding than the recognition received for the finished product?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What two main ideas influenced da Vinci's designs for the placement of docks?	2	Infer	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
					What key details help the reader understand the factors da Vinci took into account when he designed palaces?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 6 Standard(s)
		Letter	Number	Lexile				
7	Julius Caesar, Cleopatra	W	60	970L	What text evidence supports the inference that Julius Caesar was a vain man?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Which details support the theme of ambition in Caesar's biography?	3	Cite Evidence	RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
					Why is Caesar considered a great statesman?	4	Analyze	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What does it mean to "cross the Rubicon"?	1	Define	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					The phrase to "stab in the back" means to betray someone. In the painting on page 15, it appears that Caesar is being stabbed in the back. Why would the artist portray Caesar's assassination in this way?	3	Critique	RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
					How does the author "hook" the reader into wanting to learn more about Cleopatra?	3	Critique	RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
					How did Cleopatra regain the Egyptian throne?	1	Identify	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					How were Cleopatra's relationships with Caesar and Antony similar?	3	Compare, Relate	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					On page 24, what does the word *shrewdly* mean?	1	Define	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					Why did Antony marry Octavia?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Why was Octavian able to turn Romans against Cleopatra?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What is the author's opinion of Cleopatra?	2	Infer	RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 6 Standard(s)
		Letter	Number	Lexile				
8	Earth's Hydrosphere	Y	70	1060L	What is the main idea of the first paragraph on page 8? Find text evidence to support your answer.	3	Cite Evidence, Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What text evidence and graphic features support the idea that water exists in all of Earth's spheres?	3	Cite Evidence	RI.6.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
					How do Earth's cryosphere, biosphere, and lithosphere differ? Use context clues to support your answer.	3	Differentiate, Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					Based on the information in the text, is fresh water a renewable resource or a nonrenewable resource? Use text evidence to support your answer.	3	Cite Evidence, Infer	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What are the four most important ideas in the section "Life's Thirst for Water" on pages 17 and 18?	2	Infer, Identify	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					How might a person's virtual water footprint change if he or she reduced the amount of beef in his or her diet and replaced it with fruits and vegetables? Use text evidence to support your answer.	3	Cite Evidence, Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What context clues help the reader understand the meaning of the term *erosion?*	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What is the relationship between splash erosion and overland flow? Find text evidence to support your answer.	3	Cite Evidence, Relate	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What key details explain why underground erosion happens more slowly than above-ground erosion?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					How might coastal communities change in the coming decades? Use text evidence to support your answer.	3	Hypothesize, Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What text evidence helps the reader understand the difference between point source pollution and nonpoint source pollution?	3	Cite Evidence, Differentiate	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What is acid rain, and how can it affect life on Earth? Cite text evidence in your answer.	4	Analyze, Cite Evidence, Define	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 6 Standard(s)
		Letter	Number	Lexile				
8	Earthquakes, Tsunamis, and Volcanoes	Z	80	1130L	What context clues help the reader understand the meaning of the term *lithosphere?*	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					Based on the information in the text, is an earthquake more likely to occur in California or Kansas? Use text evidence to support your answer.	3	Cite Evidence, Hypothesize	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What are the main differences among convergent, divergent, and transform plate boundaries? Use text evidence to support your answer.	3	Differentiate, Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What evidence from the text supports the inference that geoscientists use multiple tools and factors to determine the magnitude of an earthquake?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Why is it difficult to detect tsunamis and issue reliable tsunami warnings?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Is the height of a tsunami a reliable indicator of the damage it will cause? Explain why or why not. Use text evidence to support your answer.	4	Analyze, Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What text evidence and graphic features support the idea that tsunami waves can cause damage even when they form far away from land?	3	Cite Evidence	RI.6.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
					What context clues and graphic features help the reader understand the meaning of the term *wave train*?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What text evidence and graphic features support the main idea that volcanoes, earthquakes, and tsunamis are all direct effects of plate tectonics?	2	Infer	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
					What details help the reader understand key ideas about pyroclastic flow?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					Compare and contrast the three types of volcanoes described on pages 35 and 36.	3	Compare, Differentiate	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What context clues help you understand the difference between active, dormant, and extinct volcanoes?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

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		Letter	Number	Lexile				
8	The Structure of Earth	X	60	890L	What context clues help the reader understand the meaning of the term *density* in this text?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What evidence from the text supports the idea that scientists are not certain of Earth's inner structure.	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What are the most important facts on page 12?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What is the central idea of Chapter 1? Use text evidence to support your answer.	3	Cite Evidence, Infer	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
					Write a brief summary of page 26. Cite details from the text that support your summary.	2	Summarize	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
					How can the reader use the graphic features in Chapter 2 to compare Earth's layers?	2	Interpret	RI.6.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
					What is the meaning of the term *elements* in this text? What context clue helps the reader understand the meaning?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					Why does the author compare Earth to a cake with icing on page 22?	3	Critique	RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
					What sentence captures the main idea of the section called "Earth's Surface"?	2	Infer	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
					What inference can the reader draw about the movement of Earth's plates? Use text evidence to support your answer.	3	Cite Evidence, Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What evidence from the text supports the idea that Earth's surface is constantly changing because of both processes in Earth's atmosphere, and the processes of Earth's inner layers.	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Which terms and phrases in Chapter 3 does the author use to help the reader visualize concepts?	3	Critique, Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

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		Letter	Number	Lexile				
8	Earth's Freshwater Bodies	Y	70	970L	What evidence supports the claim that most of Earth's fresh water is located in continental glaciers and ice caps?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Based on the information in the text, why are wells necessary to make groundwater available for everyday use?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What context clues help the reader distinguish between the terms *porosity* and *permeability*?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					After the United States and Canada, which country has access to the greatest number of Earth's major lakes?	1	Identify	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What text evidence supports the idea that rivers and streams are interconnected into larger river systems?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What context clues help the reader understand the meaning and process of *equilibrium* in freshwater bodies?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What are the two major forces that cause constant motion in lakes and ponds?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What context clues help the reader understand the meaning of the term *deforms*?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What key details help the reader understand the difference between a freshwater habitat and a freshwater biome?	3	Cite Evidence, Differentiate	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What types of organisms thrive in a fast-moving river? Cite text evidence to support your inference.	3	Cite Evidence, Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What is the main idea on page 37? Cite details from the text that support your answer.	3	Cite Evidence, Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What are the four most important uses of fresh water as a resource?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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		Letter	Number	Lexile				
8	Weathering and Erosion	Y	70	970L	Write a brief summary of the book's introduction.	2	Summarize	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
					What type of weathering occurs when ice changes Earth's surface? Cite text evidence to support your answer.	3	Cite Evidence, Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What does the term *oxidation* mean in this book? Cite context clues that help you determine the meaning.	2	Use Context Clues	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
					How does the reader know that some forms of erosion are problematic for humans? Use text evidence to support your claim.	3	Cite Evidence, Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What is the meaning of *creep* in this book? Cite text evidence to support your answer.	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What is the central idea of page 22?	2	Infer	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
					How can deposition change rivers?	2	Infer	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What would deposition in coastal waters be like without dredge operators? Use text evidence to support your inference.	3	Cite Evidence, Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What text evidence helps the reader determine the central idea of the Glaciers section on page 28?	3	Cite Evidence, Infer	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
					What text and graphic features help the reader understand the role of weathering and erosion in the rock cycle?	3	Cite Evidence	RI.6.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
					Why are moraines useful in teaching scientists about Earth's past? Use text evidence to support your inference.	3	Cite Evidence, Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What context clues help the reader understand the term *equilibrium?*	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

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		Letter	Number	Lexile				
8	Earth's Lithosphere	Y	70	980L	What context clues help the reader understand the meaning of the term *basalt* in this text?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					How are Earth's major tectonic plates named and categorized? Use evidence from the text to support your answer.	3	Cite Evidence, Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What are the most important facts on page 13?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What are two central ideas of Chapter 1? Use text and graphic evidence to support your answer.	2	Infer	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI.6.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
					How do modern scientists track movements in the lithosphere? Cite text evidence to support your claims.	3	Cite Evidence, Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What text evidence and graphic features support the idea that Earth was once made of one large supercontinent?	3	Cite Evidence	RI.6.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
					What is the meaning of the term *convergent* in this text? What context clue helps the reader understand the meaning?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					Why did the author include the cartoon on pages 28–29?	3	Critique	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What is the central idea of "A Slow Breakdown" on pages 32–33? What facts and details from the text help the reader determine the central idea?	3	Cite Evidence, Infer	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
					What inference can the reader draw about how erosion and deposition change Earth's land features? Use text evidence to support your answer.	3	Cite Evidence, Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What inference can the reader draw from looking at the diagram of the rock cycle on page 39? Find evidence in the text to support your answer.	3	Cite Evidence, Infer, Interpret	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Which terms and phrases on page 32 help the reader visualize the dynamic process of physical weathering?	3	Cite Evidence, Identify	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 6 Standard(s)
		Letter	Number	Lexile				
9	Rising Above: Profiles in Greatness	V	60	1000L	What does it mean to work in public service? What are some examples of public service jobs?	2	Infer, List	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
					What details about Benito Juárez's life support the idea that great public leaders often had to overcome personal challenges early in life?	3	Cite Evidence	RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text
					What is a *mentor*? What context clues help the reader understand its meaning?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What details support the inference that Benito Juárez is revered today?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Madeleine Albright is quoted as saying she has had a "remarkable life." What evidence in the text supports this idea?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					How are the biographies of Benito Juárez and Madeleine Albright similar?	3	Compare	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What details from Albright's childhood experiences affected some of her career choices?	3	Cite Evidence, Cause/Effect	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What key details from the text demonstrate Wangari Maathai's determination?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What details in Chapter 3 support the inference that the work of the Green Belt Movement was badly needed in Kenya?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What details from the text serve as evidence that Daniel Inouye faced discrimination?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 6 Standard(s)
		Letter	Number	Lexile				
9	The Industrial Revolution	Y	70	1120L	After reading page 5, what inference can the reader draw about how consumers were impacted by industrialization? Cite text evidence as support.	3	Cite Evidence, Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What does *commoner* mean in this text? What context clues help the reader understand this term?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					How did the Enclosure Movement affect the development of the factory?	2	Infer, Cause/Effect	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					How did the inventors described on pages 10 and 11 influence each other? Cite evidence from the text.	3	Cite Evidence, Infer, Relate	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Why is James Watt called the "Father of the Industrial Revolution"?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					How did Great Britain influence the Industrial Revolution in America? Find supporting text evidence.	3	Cite Evidence, Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What text evidence supports the idea that states in the Northeast were at the center of America's Industrial Revolution?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Use evidence from the text to explain how Eli Whitney impacted the development of the economy of southern states.	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What evidence supports the inference that progressive reforms were needed during the second Industrial Revolution?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What is a *monopoly*? What context clues help the reader understand the term?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					How is the central idea that the Industrial Revolution was a period of technological advancement developed in Chapter 3? Cite text evidence to support your answer.	3	Cite Evidence, Infer	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text
					How was the concept of imperialism connected to the Industrial Revolution? Find text evidence to support your answer.	3	Cite Evidence, Relate	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 6 Standard(s)
		Letter	Number	Lexile				
9	Economic Systems	V	60	840L	What is the law of supply and demand? Find facts and details from the text to support your answer.	3	Cite Evidence, Define	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					According to the text, what is the difference between a need and a want?	3	Differentiate	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					Based on the information in the text, if a country did not have enough oil to meet the demand, what would happen to the price of oil?	4	Apply Concepts, Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What is the central idea on page 10?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					According to the text, what are the advantages and disadvantages of traditional economies?	4	Analyze	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Which sentence in the running text on page 16 captures the main idea of the paragraph?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					After reading Chapter 3, what can the reader conclude about command economies?	3	Draw Conclusions	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					According to the text, what are the five essential elements of the free market economy?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					How do public and private sector businesses differ?	3	Differentiate	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Why did the author include the cartoon on pages 34–35?	3	Critique	RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
					What context clues help the reader determine the meaning of the term *globalization* in this text?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					After reading the text, what can the reader infer about governments with large public sectors?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 6 Standard(s)
		Letter	Number	Lexile				
9	Economies in Medieval Times	W	60	900L	What context clues help the reader determine the meaning of the term *complex* in this text?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					How did the Romans differ from invading barbarian tribes such as the Visigoths, Vandals, and Franks? Use evidence from the text to support your answer.	3	Cite Evidence, Differentiate	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					After reading Chapter 1, what can the reader infer about feudalism?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What evidence from the text supports the idea that farming was a well-organized part of the feudal economy?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Summarize the importance of guilds in medieval Europe. Use facts and details from the text.	3	Summarize	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
					What words and phrases help the reader understand the meaning of the term *apprentice* in this text?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					Why did the author include the sidebar on page 19?	3	Critique	RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
					According to the text, how did the rise of the merchant class begin to change the feudal economy?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What key details from the text can help the reader understand the role of technology in the Muslim economy?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					How did the invention of paper currency impact economies?	2	Cause/Effect	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					How did the author's use of descriptive language throughout the text help the reader understand the subject?	3	Critique	RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
					What is the central idea on page 39?	2	Infer	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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		Letter	Number	Lexile				
9	Economies in Ancient Times	W	60	930L	What sentence from page 7 captures the central idea of that page?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What evidence from the text supports the idea that scribes played an important role in the economy?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					After reading the information on page 11, what can the reader infer about Egypt's economy?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What does the term *unreliable* mean in this book?	1	Define	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					Summarize the information in "Who Were the Athenians?"	2	Summarize	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
					Why did the author include the table on page 20?	3	Critique	RI.6.5a Analyze the use of text features in popular media.
					According to the text, what is the law of supply and demand?	2	Infer, Define	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					According to the text, what ultimately caused the fall of Rome?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What clues help the reader understand the meaning of the term *aqueduct* in this book?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What is the central idea of pages 26–27?	2	Infer	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
					What text and graphic evidence supports the idea that silk was important to the Chinese economy?	3	Cite Evidence	RI.6.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
					Write a brief summary of chapter 4. Use facts and details from the text to support your summary.	2	Summarize	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 6 Standard(s)
		Letter	Number	Lexile				
9	The Roaring Twenties and the Great Depression	Z	80	980L	What details from Ella Walker's diary support the idea that during the Great Depression, life could be a roller coaster?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What does *migration* mean? What context clues help the reader understand its meaning?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					Name two individuals who characterized the Roaring Twenties and give evidence to support your choices.	3	Cite Evidence, Identify	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What text evidence supports the conclusion that the car changed society?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					In what ways were the 1920s "roaring?" What details from Chapter 1 support this idea?	3	Cite Evidence, Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What does the term *on the hook* mean in this book?	1	Define	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					How did overproduction contribute to the Great Depression? Cite text evidence to support your answer.	3	Cite Evidence, Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					After reading page 23, what conclusion can the reader draw about how the Great Depression impacted the lives of ordinary American citizens? Find text evidence as support.	3	Draw Conclusions, Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					How were those who migrated during the Great Migration and those who migrated during the Dust Bowl similar and different? Find text evidence to support your answer.	3	Compare, Differentiatie, Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Why did World War I veterans set up Hoovervilles in 1932? Cite text evidence to support your answer.	3	Cite Evidence, Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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		Letter	Number	Lexile				
10	Electricity and Magnetism	Z	80	1010L	What details support the idea that understanding atoms is necessary to understand electricity?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What context clues help the reader understand the difference between conductors and insulators?	3	Differentiate, Use Context Clues	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What would happen if a positively charged rod was placed next to a neutral sphere? Use text evidence to support your inference.	4	Apply Concepts, Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What context clues help the reader understand the relationship between the terms *electromotive force* and *electric potential*?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What text evidence and graphic features support the concept of using Ohm's law to solve for voltage, current, or resistance if the values of the other two are known?	4	Apply Concepts, Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What would happen if one light bulb burned out in a parallel circuit?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What details help the reader distinguish between the three types of magnets?	3	Cite Evidence, Differentiate	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					The north-pointing end of a compass needle is repelled by one end of a bar magnet. Is that end of the magnet marked north or south? Cite text evidence to support your inference.	4	Apply Concepts, Cite Evidence, Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What advantage does an electromagnet have over a permanent magnet? Cite text evidence to support your answer.	3	Compare, Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What context clues help the reader understand the relationship between a *motor* and a *generator*?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What text evidence and graphic features support the idea that turbines can be powered by different types of energy?	3	Cite Evidence	RI.6.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
					How can an electric current be made to flow through a circuit with less resistance? Cite text evidence to support your inference.	3	Cite Evidence, Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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		Letter	Number	Lexile				
10	The Human Footprint	Y	70	1020L	What text and graphic features help the reader understand what the term *atmosphere* means in this book?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What evidence from the text supports the idea that Earth's spheres are open systems?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What evidence from the text supports the inference that energy from the sun powers all of Earth's cycles?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Why is the use of renewable resources beneficial to long-term human survival?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What do the text and graphic features on page 18 tell the reader about energy use in the United States?	2	Infer	RI.6.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
					What details help the reader distinguish among inexhaustible, renewable, and nonrenewable resources?	3	Cite Evidence	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What are the effects of deforestation? Use text evidence to support your answer.	3	Cite Evidence, Cause/Effect	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What text evidence helps the reader determine the central idea on pages 26 and 27?	3	Cite Evidence, Infer	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
					What context clues help the reader understand the concept of greenhouse gases?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					How is agroforestry beneficial to the planet? Use text evidence to support your answer.	3	Cite Evidence, Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Why is the preservation of forests critical to human survival?	2	Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What is the central idea that the reader should understand about recycling?	2	Infer	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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					What is the difference between an atom and a molecule? Cite text evidence to support your answer.	3	Differentiate, Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What key concept do the graphic features on page 8 illustrate for the reader? Use graphic information to support your answer.	2	Interpret	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
					Which two sentences best summarize the content on page 9?	2	Summarize	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
					Cite context clues that help the reader determine the meaning of the term *joule.*	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What would happen if a cup of ice water was placed on a heater? Use text evidence to support your inference.	4	Apply Concepts, Cite Evidence, Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
10	Thermal Energy	Z	80	1030L	What is the meaning of the term *conduction* in this book? Cite text evidence to provide an example of the process.	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What is the central idea of page 22?	2	Infer	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
					Based on the information in this text, a greenhouse is an example of what type of heat transfer? Use evidence from the text to support your answer.	4	Apply Concepts, Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Which sentences help the reader determine the central idea of "Expansion and Contraction" on page 32?	2	Infer, Identify	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What text evidence supports the inference that it is dangerous to walk on lake ice that has just started to freeze?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Why would it be easier to boil water in an airplane than in a submarine? Use text evidence to support your inference.	4	Apply Concepts, Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What context clues help the reader understand the term *latent heat?*	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

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		Letter	Number	Lexile				
10	The Nature of Energy	Z	80	1110L	What are the four most important ideas about energy on page 6?	2	Infer, Identify	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What text evidence supports the inference that a bicycle and rider halfway up a mountain road has both kinetic and potential energy?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Why did the author include the two Science and Math features on pages 8 and 9?	3	Critique	RI.6.5a Analyze the use of text features in popular media.
					What context clues help the reader distinguish between electric energy and chemical energy?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What text or graphic features in the text supports the idea that microwaves, infrared rays, and light are closely related to one another?	3	Cite Evidence, Relate	RI.6.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
					What context clues help the reader understand the meaning of the term *conservation of energy*?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					On page 24, why did the author include the idea of a playground swing in discussing energy? Cite text evidence to support your answer.	3	Critique, Cite Evidence	RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
					What conclusion can the reader draw about how the amount of useful energy in the universe changes over time? Cite text evidence to support your conclusion.	3	Draw Conclusions, Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What are three reasons why fossil fuels are widely used? Cite specific evidence from the text to support your answers.	3	Cite Evidence, Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What inference can the reader draw about the types of rivers that could be used to generate electricity by hydroelectric power? Use text evidence to support your inference.	3	Cite Evidence, Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What context clues help the reader understand the meaning of the term *photovoltaic?*	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					Is geothermal energy a viable replacement for fossil fuels? Use text evidence to support your answer.	3	Cite Evidence, Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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		Letter	Number	Lexile				
10	Energy Sources for the 21st Century	X	60	1150L	Can a persuasive essay be written about any topic? Use text evidence to support your answer.	3	Cite Evidence, Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					How does the chart on page 10 support the text?	2	Interpret	RI.6.5a Analyze the use of text features in popular media.
					What text evidence helps to explain the difference between the chart on page 11 and the chart on page 18?	3	Cite Evidence, Differentiate, Interpret	RI.6.5a Analyze the use of text features in popular media.
					The text on page 24 says that renewable energy is the most environmentally friendly source of power. What text evidence on page 11 offers an opposing argument?	3	Cite Evidence, Develop a Logical Argument	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
					What text evidence does the author use to support the idea that cutting-edge technologies make fossil fuels clean and safe?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
					What context clues help the reader understand what the author means by *stable* on pages 16 and 17?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What is the greatest advantage of nuclear power over the other forms of power in terms of cost?	3	Compare, Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What comparison does the author use to argue that nuclear power plants do not release dangerous levels of radiation?	1	Identify	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What "advantage" of nuclear power mentioned in the text is not included in the diagram at the bottom of page 19?	1	Identify	RI.6.5a Analyze the use of text features in popular media. RI.6.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
					What is the main difference between generating energy with fossil or nuclear fuel, and generating it with the sun, wind, and water?	3	Differentiate, Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What text evidence supports the inference that hydropower is the most popular and promising form of renewable energy?	3	Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What does the first paragraph on page 26 contribute to the essay?	4	Critique	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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Benchmark Advance Grade 6
Small Group Text Evidence Question Cards Correlations

Unit	Title	Levels			Text-Evidence Question	DOK Level	DOK Verb(s)	Grade 6 Standard(s)
		Letter	Number	Lexile				
10	Energy Resources	V	60	940L	What context clues help the reader understand the meaning of the term *solar energy* in this text?	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					What can the reader conclude about extracting or collecting energy resources? Use evidence from the text to support your answer.	3	Draw Conclusions, Cite Evidence	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Write a one-sentence summary for pages 12–13.	2	Summarize	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What are the most important facts on page 7?	2	Infer, Identify	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					Where are the biggest coal producers found in the United States?	1	Identify	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What is the meaning of the term *refined* in this text? Cite context clue helps the reader understand the meaning.	2	Use Context Clues	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
					Why did the author include the chart “Advantages and Disadvantages of Fossil Fuels” on page 22?	4	Critique	RI.6.5a Analyze the use of text features in popular media. RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
					What is the central idea of Chapter 2?	2	Infer	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
					What inference can the reader draw about the safety of nuclear power after reading page 30? Use text evidence to support your answer.	3	Cite Evidence, Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What can the reader infer about the future of wind energy? Find evidence in the text to support your answer.	3	Cite Evidence, Infer	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
					What text and graphic information supports the idea that solar power technology has not reached its full potential?	3	Cite Evidence	RI.6.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
					What does the word *turbines* mean in this book?	1	Define	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

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Benchmark Advance **Correlation to the California Common Core ELA Standards for Grade K**

Reading Standards for Literature		
Key Ideas and Details		**Benchmark Advance**
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	**TEACHER RESOURCE SYSTEM: Unit 1:** 6–7, 21, 22–23, 28–29, 43, 82–83, 89, 90–91, 97 **Unit 2:** 119, 126, 128–129, 134, 135, 136–137, 141, 146, 147, 152–153, 157, 158–159, 164, 165, 166–167, 172, 173, 174–175, 179, 180–181, 184, 185, 186–187, 190–191, 195, 196–197, 202–203, 204–205, 206–207, 215, 220, 22165, 1, 224–225 **Unit 3:** 6–7, 13, 14–15 **Unit 4:** 119, 120–121, 126, 127, 128–129, 135, 136–137, 141, 142–143, 146, 147, 152–153, 158–159, 164, 165, 166–167, 173, 179, 180–181, 184, 185, 186–187, 190–191, 195, 196–197, 202, 203, 204–205, 210, 211, 215, 220, 221 **Unit 5:** 21, 22–23, 29, 32, 38–39, 82–83, 89, 106, 110–111 **Unit 6:** 120–121, 127, 128–129, 136, 142, 143, 158–159, 164, 166–167, 174–175, 180–181, 184, 186–187, 190–191, 196–197, 211, 220 **Unit 7:** 6–7, 20, 27, 97, 101, 106, 110–111 **Unit 8:** 119, 134, 135, 137, 141, 147, 157, 172, 179, 195, 196–197, 202 **Unit 9:** 21, 22, 28–29, 82–83, 90–91, 97, 106, 110–111 **Unit 10:** 119, 134, 141, 147, 185, 190 , 195, 202, 210, 215, 221 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *My Backpack* (A/1) **Unit 2:** *King Midas's Gold* (A/1), *The Elves and the Shoemaker* (A/1), *The Enormous Turnip* (A/1), *Peter and the Wolf* (A/1), *We Fish* (B/2) **Unit 4:** *The Three Tates* (A/1), *I Like* (B/2), *Wishing With Pennies* (B/2), *Sam Sleeps* (C/4) **Unit 6:** *The Ant and the Grasshopper* (B/2), *The Blind Men and the Elephant* (B/2), *The Blind Men and the Elephant* (B/2), *The Fox and the Crow* (B/2), *Stone Soup* (C/3), *Why the Sea is Salty* (C/3), *The Crow and the Pitcher* (C/4), *Rikki-Tikki-Tavi* (D/6) **Unit 7:** *Costume Party* (C/3), *A Party for Rabbit* (C/3) **Unit 9:** *Can We Have a Pet?* (C/4) **Unit 10:** *Up and Down the Hill* (C/3), *Magnets* (C/3), *Little Cat Goes Fast* (D/5), *Hickory Dickory Dock* (D/6) **READER'S THEATER HANDBOOK: Unit 1:** 16 **Unit 2:** 22, 28, 31 **Unit 3:** 40 **Unit 4:** 46 **Unit 5:** 64 **Unit 6:** 70, 76, 78 **Unit 7:** 88, 90 **Unit 8:** 100, 102 **Unit 9:** 112, 114 **Unit 10:** 124, 126
RL.K.2	With prompting and support, retell familiar stories, including key details.	**TEACHER RESOURCE SYSTEM: Unit 1:** 21, 82–83 **Unit 2:** 158–159, 196–197, 204–205, 206–207 **Unit 3:** 6–7 **Unit 4:** 120–121, 135, 136–137, 146, 158–159, 184, 196–197, 220 **Unit 5:** 21, 82–83 **Unit 6:** 128–129, 135, 156, 157, 158–159, 166–167, 194, 196–197, 220 **Unit 7:** 6–7 **Unit 8:** 135, 196–197, 211 **Unit 9:** 21, 82–83 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *My Backpack* (A/1) **Unit 2:** *King Midas's Gold* (A/1), *The Elves and the Shoemaker* (A/1), *The Enormous Turnip* (A/1), *Peter and the Wolf* (A/1), *We Fish* (B/2), *Goldilocks and the Three Bears* (B/2), *Tim's Trip* (B/2), *Jin and Pedro Get to Work!* (C/4) **Unit 4:** *Going Bananas for Apples* (A/1), *The Three Tates* (A/1), *Hat Day at the Zoo* (B/2), *I Like* (B/2), *Two Owls in Paris* (B/2), *Frank in a Tank* (C/3), *Sam Sleeps* (C/4) **Unit 6:** *Mouse and Lion* (A/1), *The Ant and the Grasshopper* (B/2), *The Blind Men and the Elephant* (B/2), *The Blind Men and the Elephant* (B/2), *The Fox and the Crow* (B/2), *Stone Soup* (C/3), *Why the Sea is Salty* (C/3), *The Crow and the Pitcher* (C/4), *Rikki-Tikki-Tavi* (D/6) **Unit 7:** *Jin and Pedro Celebrate* (B/2), *Costume Party* (C/3), *A Party for Rabbit* (C/3), *The Best Thanksgiving Ever* (D/5) **Unit 8:** *Sam Can't Sleep* (C/3), *Rainy Day, Sunny Day* (D/5) **Unit 9:** *The Yard Sale* (D/6) **Unit 10:** *Up and Down the Hill* (C/3), *Little Cat Goes Fast* (D/5), *Hickory Dickory Dock* (D/6), *Jack Be Nimble* (D/6) **READER'S THEATER HANDBOOK: Unit 6:** 75, 77 **Unit 7:** 87, 89 **Unit 8:** 99, 101 **Unit 9:** 111, 113 **Unit 10:** 123, 125
RL.K.3	With prompting and support, retell familiar stories, including key details.	**TEACHER RESOURCE SYSTEM: Unit 1:** 28–29, 80, 97 **Unit 2:** 128–129, 134, 135, 136–137, 143, 148–149, 156, 158–159, 164, 165, 166–167, 174–175, 179, 194, 195, 202–203, 204–205, 206–207, 215, 221 **Unit 3:** 13 **Unit 4:** 135, 136–137, 146, 148–149, 156, 166–167, 184, 194, 204–205, 215, 220 **Unit 5:** 21, 22–23, 80, 90–91 **Unit 6:** 120–121, 127, 135, 136, 142, 148–149, 180–181, 184, 194, 196–197, 211 **Unit 8:** 136, 194, 204–205 **Unit 9:** 28–29, 80 **Unit 10:** 210 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *My Backpack* (A/1) **Unit 2:** *King Midas's Gold* (A/1), *The Elves and the Shoemaker* (A/1), *The Enormous Turnip* (A/1), *Peter and the Wolf* (A/1), *We Fish* (B/2), *Goldilocks and the Three Bears* (B/2), *Tim's Trip* (B/2), *Jin and Pedro Get to Work!* (C/4) **Unit 4:** *Going Bananas for Apples* (A/1), *The Three Tates* (A/1), *Hat Day at the Zoo* (B/2), *I Like* (B/2), *Two Owls in Paris* (B/2), *Wishing With Pennies* (B/2), *Sam Sleeps* (C/4) **Unit 6:** *Mouse and Lion* (A/1), *The Ant and the Grasshopper* (B/2), *The Blind Men and the Elephant* (B/2), *The Blind Men and the Elephant* (B/2), *The Fox and the Crow* (B/2), *Stone Soup* (C/3), *Why the Sea is Salty* (C/3), *Rikki-Tikki-Tavi* (D/6) **Unit 7:** *My Day at the Capital* (B/2), *Jin and Pedro Celebrate* (B/2), *The Best Thanksgiving Ever* (D/5) **Unit 8:** *Sam Can't Sleep* (C/3), *Rainy Day, Sunny Day* (D/5) **Unit 9:** *The Yard Sale* (D/6) **Unit 10:** *Up and Down the Hill* (C/3), *Little Cat Goes Fast* (D/5), *Jack Be Nimble* (D/6) **READER'S THEATER HANDBOOK: Unit 2:** 21, 22, 28, 31 **Unit 3:** 40 **Unit 4:** 46 **Unit 6:** 75, 77 **Unit 7:** 87, 89 **Unit 8:** 99, 101 **Unit 9:** 111, 113 **Unit 10:** 123, 125

Benchmark Advance **Correlation to the California Common Core ELA Standards for Grade K**

Craft and Structure		**Benchmark Advance**
RL.K.4	Ask and answer questions about unknown words in a text. **(See grade K Language standards 4–6 for additional expectations.) CA**	**TEACHER RESOURCE SYSTEM: Unit 2:** 142 **Unit 4:** 142–143, 173, 203 **Unit 6:** 137, 143 **Unit 8:** 136, 137, 194, 203 **LEVELED TEXT TEACHER'S GUIDES: Unit 2:** *King Midas's Gold* (A/1), *The Elves and the Shoemaker* (A/1), *The Enormous Turnip* (A/1), *Peter and the Wolf* (A/1), *We Fish* (B/2), *Goldilocks and the Three Bears* (B/2) **Unit 4:** *Going Bananas for Apples* (A/1), *The Three Tates* (A/1), *Hat Day at the Zoo* (B/2), *I Like* (B/2), *Two Owls in Paris* (B/2), *Wishing With Pennies* (B/2), *Frank in a Tank* (C/3), *Sam Sleeps* (C/4) **Unit 5:** *On the Playground* (B/2), *Clock Watch* (C/3) **Unit 6:** *Mouse and Lion* (A/1), *The Ant and the Grasshopper* (B/2), *The Blind Men and the Elephant* (B/2), *The Blind Men and the Elephant* (B/2), *The Fox and the Crow* (B/2), *Stone Soup* (C/3), *Why the Sea is Salty* (C/3), *The Crow and the Pitcher* (C/4), *Rikki-Tikki-Tavi* (D/6) **Unit 7:** *Jin and Pedro Celebrate* (B/2), *Costume Party* (C/3), *A Party for Rabbit* (C/3) **Unit 8:** *Rainy Day, Sunny Day* (D/5) **Unit 9:** *Can We Have a Pet?* (C/4), *The Yard Sale* (D/6) **Unit 10:** *Up and Down the Hill* (C/3), *Little Cat Goes Fast* (D/5), *Hickory Dickory Dock* (D/6), *Jack Be Nimble* (D/6) **READER'S THEATER HANDBOOK: Unit 6:** 77 **Unit 7:** 89 **Unit 8:** 101 **Unit 9:** 113 **Unit 10:** 125
RL.K.5	**Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text). CA**	**TEACHER RESOURCE SYSTEM: RR:** 62, 66, 70 **Unit 1:** 6–7, 21, 34–35, 82–83 **Unit 2:** 119, 127, 134, 135, 156, 158–159, 172, 179, 180–181, 185, 196–197, 210–211 **Unit 3:** 27 **Unit 4:** 120, 134, 135, 158–159, 172, 196–197, 210 **Unit 5:** 21, 27, 34–35, 72–73, 82–83, 102–103 **Unit 6:** 120, 135, 158–159, 196–197 **Unit 7:** 6–7, 135, 172, 196, 197 **Unit 9:** 20, 21, 22, 80, 90–91, 97 **Unit 10:** 134, 157, 210 **LEVELED TEXT TEACHER'S GUIDES: Unit 4:** *Hat Day at the Zoo* (B/2) **Unit 7:** *A Party for Rabbit* (C/3), *The Best Thanksgiving Ever* (D/5) **Unit 9:** *Can We Have a Pet?* (C/4)
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	**TEACHER RESOURCE SYSTEM: RR:** 3, 13, 34 **Unit 1:** 90–91 **Unit 2:** 158–159, 196–197 **Unit 4:** 174–175, 194, 211 **LEVELED TEXT TEACHER'S GUIDES: Unit 2:** *Tim's Trip* (B/2) **Unit 4:** *Two Owls in Paris* (B/2), *Frank in a Tank* (C/3) **Unit 8:** *Rainy Day, Sunny Day* (D/5) **Unit 10:** *Jack Be Nimble* (D/6)
Integration of Knowledge and Ideas		**Benchmark Advance**
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	**TEACHER RESOURCE SYSTEM: Unit 1:** 4, 22–23, 80, 89 **Unit 3:** 4, 14–15, 70, 107 **Unit 4:** 118, 128–129, 156, 174–175, 180–181, 194, 211 **Unit 5:** 4, 28, 80, 97, 107 **Unit 6:** 118, 136, 156, 174–175 **Unit 7:** 97 **Unit 8:** 136, 142 **Unit 9:** 4 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *Families Have Rules* (C/3) **Unit 2:** *King Midas's Gold* (A/1), *The Enormous Turnip* (A/1), *Goldilocks and the Three Bears* (B/2), *Jin and Pedro Get to Work!* (C/4) **Unit 4:** *Going Bananas for Apples* (A/1), *Wishing With Pennies* (B/2) **Unit 6:** *Mouse and Lion* (A/1), *The Crow and the Pitcher* (C/4) **Unit 7:** *Costume Party* (C/3) **Unit 8:** *Sam Can't Sleep* (C/3) **Unit 9:** *Jobs in a Community* (D/6), *The Yard Sale* (D/6) **Unit 10:** *How Animals Move* (C/3), *Hickory Dickory Dock* (D/6) **READER'S THEATER HANDBOOK: Unit 1:** 16 **Unit 2:** 22, 28 **Unit 3:** 40 **Unit 4:** 46 **Unit 6:** 70 **Unit 7:** 88, 90 **Unit 8:** 100
RL.K.8	(Not applicable to literature)	**TEACHER RESOURCE SYSTEM: Unit 3:** 28 **Unit 7:** 66–67
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	**TEACHER RESOURCE SYSTEM: Unit 1:** 102–103 **Unit 2:** 148–149, 186–187, 216–217, 218–219 **Unit 4:** 146–147, 148–149, 186–187, 206–207, 216–217 **Unit 5:** 34–35, 72–73 **Unit 6:** 148–149, 186–187, 216–217
Range of Reading and Level of Text Complexity		**Benchmark Advance**
RL.K.10	Actively engage in group reading activities with purpose and understanding.	
RL.K.10a	**Activate prior knowledge related to the information and events in texts. CA**	**TEACHER RESOURCE SYSTEM: Unit 1:** 5, 21, 81, 82–83, 96 **Unit 2:** 116, **117,** 119, 134, 135, 157, 158–159, 172, 195, 196–197, 210–211 **Unit 3:** 6–7, 20, 58, 96 **Unit 4:** 118, 120–121, 134, 135, 157, 158–159, 172, 180–181, 195, 196–197, 210 **Unit 5:** 20, 21, 58, 81, 82–83, 96 **Unit 6:** 118, 119, 120–121, 134, 135, 156, 158–159, 172, 196–197, 210 **Unit 7:** 6–7 **Unit 8:** 134, 135, 172, 195, 196–197, 210 **Unit 9:** 20, 21, 81, 82–83, 96 **Unit 10:** 210 **READER'S THEATER HANDBOOK: Unit 3:** 43
RL.K.10b	**Use illustrations and context to make predictions about text. CA**	**TEACHER RESOURCE SYSTEM: Unit 1:** 4, 5, 21, 43, 81, 83–83, 96 **Unit 2:** 119, 134, 135, 157, 158–159, 172, 195, 196–197, 210–211 **Unit 3:** 4, 6–7, 20, 58, 96 **Unit 4:** 118, 120–121, 128–129, 134, 135, 156, 157, 158–159, 172, 180–181, 195, 196–197, 210 **Unit 5:** 4, 20, 21, 58, 81, 82–83, 96 **Unit 6:** 118, 119, 120–121, 134, 135, 156, 158–159, 172, 210 **Unit 7:** 6–7 **Unit 8:** 134, 135, 157, 172, 195, 196–197, 210 **Unit 9:** 20, 21, 81, 82–83, 96 **Unit 10:** 210 **READER'S THEATER HANDBOOK: Unit 7:** 90, 91

Benchmark Advance **Correlation to the California Common Core ELA Standards for Grade K**

Reading Standards for Informational Text		
Key Ideas and Details		**Benchmark Advance**
RI.K.1	With prompting and support, ask and answer questions about key details in a text	**TEACHER RESOURCE SYSTEM: Unit 1:** 12, 13, 14–15, 44–45, 51, 52–53, 59, 66–67, 70, 72–73, 76–77, 106, 110–111 **Unit 2:** 120–121 **Unit 3:** 4, 21, 22–23, 29, 32, 38, 44–45, 52–53, 58, 59, 60–61, 66–67, 72–73, 76–77, 82–83, 89, 90–91, 97, 106, 110–111 **Unit 5:** 4, 6–7, 13, 14–15, 44–45, 52–53, 70, 76 **Unit 7:** 5, 12, 21, 27, 32, 38–39, 44–45, 70, 76–77, 82–83 **Unit 8:** 118, 120–121, 126, 127, 146, 152–153, 158–159, 164, 184, 185, 220 **Unit 9:** 6–7, 14–15, 32, 38–39, 44–45, 51, 52–53, 59, 60–61, 66–67, 70, 72–73, 76–77, 89 **Unit 10:** 120–121, 127, 135, 136-137, 146, 152–153, 158–159, 166–167, 173, 174–175, 180–181, 184, 186–187, 196–197, 203, 204–205, 211, 216–217, 224 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *Good Citizens Can Help* (A/1) **Unit 3:** *Animal Colors* (A/1), *Animal Treats* (C/4) **Unit 5:** *People Use Tools* (A/1), *Let's Go* (B/2), *Old and New* (B/2), *On the Playground* (B/2) **Unit 7:** *The Flag* (B/2) **Unit 8:** *A Week of Weather* (B/2), *Let's Look Outside* (B/2), *Life With Our Sun* (C/3) **Unit 9:** *Clothes* (C/3), *Do We Need It? Do We Want It?* (E/7) **Unit 10:** *How Animals Move* (C/3), *What Is Slow? What Is Fast?* (D/5), *Using Magnets* (E/8) **READER'S THEATER HANDBOOK: Unit 1:** 10 **Unit 3:** 34, 37 **Unit 4:** 52 **Unit 5:** 58 **Unit 7:** 82 **Unit 8:** 94 **Unit 6:** 106 **Unit 10:** 118
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.	**TEACHER RESOURCE SYSTEM: Unit 1:** 14–15, 42, 44–45 **Unit 2:** 120–121 **Unit 3:** 20, 21, 44–45, 82–83 **Unit 5:** 6–7, 44–45 **Unit 7:** 5, 21, 44–45, 82–83 **Unit 8:** 120–121, 156, 166–167 **Unit 9:** 6–7, 44–45 **Unit 10:** 120–121, 135, 158–159, 196–197, 216–217 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *I Follow Rules at School* (A/1), *My Book* (A/1), *Playing Sports* (B/2), *Day Camp* (B/2), *Eating Well* (B/2), *Families Have Rules* (C/3) **Unit 3:** *Animal Colors* (A/1), *The Best Things in Nature Are Blue* (A/1), *My Bird-Watching Journal* (A/1), *Look at the Animals* (C/4), *Animal Treats* (C/4), *A Plant Has Parts* (C/4) **Unit 5:** *People Use Tools* (A/1), *Old and New* (B/2), *On the Playground* (B/2), *Clock Watch* (C/3), *Making a House* (C/4), *Technology Brings Us Together* (D/6) **Unit 7:** *The Flag* (B/2), *My Day at the Capital* (B/2), *At the Birthday Party* (C/3), *Thanksgiving Then and Now* (C/3) **Unit 8:** *A Week of Weather* (B/2), *Let's Look Outside* (B/2), *Life With Our Sun* (C/3), *All Weather Is Fun!* (C/3), *My Weather Log* (C/3), *The Seasons* (D/5) **Unit 9:** *Saturday with Dad* (B/2), *Clothes* (C/3), *Needs and Wants* (C/4), *Jobs at School* (C/4), *Can We Have a Pet?* (C/4), *Jobs in a Community* (D/6), *Do We Need It? Do We Want It?* (E/7) **Unit 10:** *How Animals Move* (C/3), *Magnets* (C/3), *What Is Slow? What Is Fast?* (D/5), *Using Magnets* (E/8) **READER'S THEATER HANDBOOK: Unit 8:** 97
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	**TEACHER RESOURCE SYSTEM: Unit 3:** 42, 60–61, **Unit 5:** 60–61 **Unit 7:** 14–15, 52–53 **Unit 8:** 180–181, 184 **Unit 10:** 136–137, 156, 166–167, 179, 203 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *Good Citizens Can Help* (A/1), *My Book* (A/1), *Playing Sports* (B/2), *Day Camp* (B/2), *Eating Well* (B/2) **Unit 3:** *Animal Homes* (B/2), *At the Pond* (B/2), *Look at the Animals* (C/4) **Unit 5:** *Old and New* (B/2), *Schools Then and Now* (B/2), *On the Playground* (B/2), *Clock Watch* (C/3), *Making a House* (C/4) **Unit 7:** *Thanksgiving Then and Now* (C/3) **Unit 8:** *My Weather Log* (C/3) **Unit 9:** *Saturday with Dad* (B/2), *Clothes* (C/3), *Can We Have a Pet?* (C/4), *Jobs in a Community* (D/6), *Do We Need It? Do We Want It?* (E/7) **Unit 10:** *How Animals Move* (C/3), *Magnets* (C/3), *What Is Slow? What Is Fast?* (D/5)
Craft and Structure		**Benchmark Advance**
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text. **(See grade K Language standards 4–6 additional expectations.) CA**	**TEACHER RESOURCE SYSTEM: Unit 3:** 28, 58, 59, 89 **Unit 7:** 29, 42, 59 **Unit 8:** 173 **Unit 9:** 13, 51 **Unit 10:** 165 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *I Follow Rules at School* (A/1), *Good Citizens Can Help* (A/1), *My Book* (A/1), *Playing Sports* (B/2), *Day Camp* (B/2), *Families Have Rules* (C/3) **Unit 3:** *Animal Colors* (A/1), *The Best Things in Nature Are Blue* (A/1), *My Bird-Watching Journal* (A/1), *Animal Homes* (B/2), *At the Pond* (B/2), *Look at the Animals* (C/4), *Animal Treats* (C/4), *A Plant Has Parts* (C/4) **Unit 5:** *People Use Tools* (A/1), *Let's Go* (B/2), *Old and New* (B/2), *Schools Then and Now* (B/2), *Making a House* (C/4) **Unit 7:** *The Flag* (B/2), *My Day at the Capital* (B/2), *At the Birthday Party* (C/3), *Thanksgiving Then and Now* (C/3) **Unit 8:** *A Week of Weather* (B/2), *Let's Look Outside* (B/2), *The Seasons* (D/5) **Unit 9:** *Clothes* (C/3), *Needs and Wants* (C/4), *Jobs at School* (C/4), *Jobs in a Community* (D/6), *Do We Need It? Do We Want It?* (E/7) **Unit 10:** *How Animals Move* (C/3), *Magnets* (C/3), *What Is Slow? What Is Fast?* (D/5), *Using Magnets* (E/8)
RI.K.5	Identify the front cover, back cover, and title page of a book.	**TEACHER RESOURCE SYSTEM: RR:** 42, 46, **Unit 1:** 51, 59, 66–67 **Unit 2:** 120–121 **Unit 3:** 29 **Unit 5:** 14–15 **Unit 7:** 28, 42 **Unit 8:** 120–121, 146, 158–159 **Unit 9:** 52–53 **Unit 10:** 120–121, 135, 158–159, 172, 180–181, 194, 196–197, 203, 204–205 **LEVELED TEXT TEACHER'S GUIDES: Unit 3:** *Look at the Animals* (C/4) **Unit 5:** *Making a House* (C/4) **Unit 7:** *The Flag* (B/2) **Unit 8:** *Let's Look Outside* (B/2)

RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	**TEACHER RESOURCE SYSTEM: RR:** 50, 54, **Unit 1:** 51, **Unit 3:** 24–25 **Unit 7:** 22–23 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *My Book* (A/1), *Playing Sports* (B/2), *Day Camp* (B/2) **Unit 3:** *Animal Homes* (B/2) **Unit 7:** *At the Birthday Party* (C/3) **Unit 9:** *Clothes* (C/3), *Needs and Wants* (C/4), *Jobs at School* (C/4) **READER'S THEATER HANDBOOK: Unit 6:** 81 **Unit 7:** 81, 82
Integration of Knowledge and Ideas		**Benchmark Advance**
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	**TEACHER RESOURCE SYSTEM: Unit 1:** 13, 60 **Unit 3:** 14–15, 20, 42, 60–61, 66–67, 88, 97 **Unit 7:** 4, 12, 14–15, 60–61 **Unit 8:** 118, 121, 146 **Unit 9:** 14–15, 42 **Unit 10:** 128–129, 157, 174–175, 194, 211 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *I Follow Rules at School* (A/1), *Good Citizens Can Help* (A/1), *Eating Well* (B/2), *Families Have Rules* (C/3), *My Bird-Watching Journal* (A/1) **Unit 3:** *At the Pond* (B/2), *Animal Treats* (C/4), *A Plant Has Parts* (C/4) **Unit 5:** *People Use Tools* (A/1), *Let's Go* (B/2), *Schools Then and Now* (B/2), *Clock Watch* (C/3) **Unit 7:** *At the Birthday Party* (C/3) **Unit 8:** *A Week of Weather* (B/2), *Life With Our Sun* (C/3), *All Weather Is Fun!* (C/3), *My Weather Log* (C/3), *The Seasons* (D/5) **Unit 9:** *Saturday with Dad* (B/2) **Unit 10:** *Using Magnets* (E/8) **READER'S THEATER HANDBOOK: Unit 3:** 34 **Unit 5:** 58 **Unit 8:** 94
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.	**TEACHER RESOURCE SYSTEM: Unit 1:** 42, 52–53 **Unit 3:** 22–23, 52–53, 80, 90–91 **Unit 5:** 66–67 **Unit 7:** 22–23, 80, 90–91 **Unit 8:** 128–129, 156, 174–175, 185 **LEVELED TEXT TEACHER'S GUIDES: Unit 3:** *The Best Things in Nature Are Blue* (A/1) **Unit 5:** *Technology Brings Us Together* (D/6) **Unit 8:** *All Weather Is Fun!* (C/3) **Unit 9:** *Needs and Wants* (C/4) **READER'S THEATER HANDBOOK: Unit 8:** 94
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	**TEACHER RESOURCE SYSTEM: Unit 1:** 34–35, 72–73, 102–103, **Unit 3:** 72–73, **Unit 5:** 102–103 **Unit 7:** 34–35, 72–73, 102–103 **Unit 8:** 148–149, 150–151, 186–187, 216–217 **Unit 9:** 34–35, 72–73, 102–103 **Unit 10:** 148–149, 186–187, 216–217
Range of Reading and Level of Text Complexity		**Benchmark Advance**
RI.K.10	Actively engage in group reading activities with purpose and understanding.	
RI.K.10a	**Activate prior knowledge related to the information and events in texts. CA**	**TEACHER RESOURCE SYSTEM: Unit 1:** 4, 20, 44–45, 51, 58 **Unit 2:** 120–121 **Unit 3:** 4, 20, 21, 43, 44–45, 81, 82–83 **Unit 5:** 5, 6–7, 43, 44–45, 195 **Unit 7:** 4, 5, 20, 21, 43, 44–45, 50, 58, 82–83, 96 **Unit 8:** 120–121, 128–129, 158–159 **Unit 9:** 5, 6–7, 43, 44–45, 52–53, 58 **Unit 10:** 118–119, 120–121, 135, 146, 157, 158–159, 164, 172, 195, 196–197 **READER'S THEATER HANDBOOK: Unit 3:** 37 **Unit 7:** 85 **Unit 8:** 94, 97
RI.K.10b	**Use illustrations and context to make predictions about text. CA**	**TEACHER RESOURCE SYSTEM: RR:** 50, **Unit 1:** 20, 44–45, 51, 58 **Unit 2:** 120–121 **Unit 3:** 4, 6, 20, 21, 43, 44–45, 81, 82–83 **Unit 5:** 5, 6–7, 43, 44–45, 195 **Unit 7:** 5, 20, 21, 43, 44–45, 50, 58, 82–83, 96 **Unit 8:** 118, 120–121, 128–129, 158–159 **Unit 9:** 5, 6–7, 43, 44–45, 52–53, 58 **Unit 10:** 119, 120–121, 135, 146, 157, 164, 172, 195, 196–197 **READER'S THEATER HANDBOOK: Unit 3:** 37 **Unit 7:** 85 **Unit 8:** 94, 97 **DESIGNATED ELD TEACHER RESOURCE SYSTEM: Unit 5:** 124–125

Benchmark Advance **Correlation to the California Common Core ELA Standards for Grade K**

Reading Standards: Foundational Skills		
Print Concepts		**Benchmark Advance**
RF.K.1	Demonstrate understanding of the organization and basic features of print	
RF.K.1a	Follow words from left to right, top to bottom, and page by page.	**TEACHER RESOURCE SYSTEM: Unit 1:** 21, 34–35, 43, 60, 97, 102–103, 104–105 **Unit 2:** 117, 119 126, 141, 147, 157, 164, 172, 179, 185, 195 **Unit 3:** 21, 70 **Unit 4:** 119, 134, 146, 152–153, 184, 190–191, 195, 220 **Unit 5:** 32, 43, 58, 70, 76–77, 90–91, 96, 97, 106, 110–111 **Unit 6:** 142, 148–149, 157, 172, 190–191, 210, 211, 220 **Unit 7:** 5, 12, 14–15, 20, 21, 22–23, 32, 34–35, 38–39, 60–61, 70, 76–77, 81, 82–83, 90–91, 97, 106, 110–111 **Unit 8:** 128–129, 135, 138–139, 141, 142, 148–149, 158–159, 164, 166–167, 172, 174–175, 179, 185, 196–197, 204–205, 210, 215, 221 **Unit 9:** 6–7, 21, 32, 38–39, 44–45, 60–61, 70, 76–77, 82–83, 90–91, 97, 106, 110–111 **Unit 10:** 119, 126, 134, 141, 146, 147, 152–153, 157, 158–159, 172, 179, 184, 185, 190, 210, 211, 215, 221, 224–225 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *Families Have Rules* (C/3) **Unit 9:** *Jobs at School* (C/4), *Can We Have a Pet?* (C/4), *Jobs in a Community* (D/6) **READER'S THEATER HANDBOOK: Unit 1:** 9, 10, 11, 12, 13, 15, 16, 17, 18, 19 **Unit 2:** 21, 22, 23, 24, 25, 27, 28, 29, 30, 31 **Unit 3:** 33, 34, 35, 36, 37, 39, 40, 41, 42, 43 **Unit 4:** 45, 47, 48, 49, 51, 52, 53, 54, 55 **Unit 5:** 57, 58, 59, 60, 61, 63, 64, 65, 66, 67 **Unit 6:** 69, 70, 71, 72, 73, 75, 76, 77, 78, 79 **Unit 7:** 81, 82, 83, 84, 85, 87, 88, 89, 90, 91 **Unit 8:** 93, 94, 95, 96, 97, 99, 100, 101, 102, 103 **Unit 9:** 105, 106, 107, 108, 109, 111, 112, 113, 114, 115 **Unit 10:** 117, 118, 119, 120, 121, 123, 124, 125, 126, 127
RF.K.1b	Recognize that spoken words are represented in written language by	**TEACHER RESOURCE SYSTEM: RR:** 35, **Unit 1:** 5, 20, 58, 81, 96 **Unit 3:** 5, 20, 43, 58, 81, 96 **Unit 6:** 119, 134, 195 **Unit 7:** 5, 43, 58, 96 **Unit 8:** 134, 138–139, 195 **Unit 9:** 5, 81 **Unit 10:** 195 **READER'S THEATER HANDBOOK: Unit 1:** 9, 10, 11, 12, 13, 15, 16, 17, 18, 19 **Unit 2:** 21, 22, 23, 24, 25, 27, 28, 29, 30, 31 **Unit 3:** 33, 34, 35, 36, 37, 3, 649, 40, 41, 42, 43 **Unit 4:** 45, 46, 47, 48, 49, 51, 52, 53, 54, 55 **Unit 5:** 57, 58, 59, 60, 61, 63, 64, 65, 66, 67 **Unit 6:** 69, 70, 71, 72, 73 **Unit 7:** 81, 82, 83, 84, 85 **Unit 8:** 93, 94, 95, 96, 97 **Unit 9:** 105, 106, 107, 108, 109 **Unit 10:** 117, 118, 119, 120, 121
RF.K.1c	Understand that words are separated by spaces in print.	**TEACHER RESOURCE SYSTEM: RR**31, **Unit 3:** 5, 81 **Unit 4:** 5, 157, 172, 210 **Unit 7:** 5, 96 **Unit 8:** 138–139, 141, 195 **Unit 9:** 5, 96 **READER'S THEATER HANDBOOK: Unit 1:** 9, 10, 11, 12, 13, 15, 16, 17, 18, 19 **Unit 2:** 21, 22, 23, 24, 25, 27, 28, 29, 30, 31 **Unit 3:** 33, 34, 35, 36, 37, 39, 40, 41, 42, 43 **Unit 4:** 45, 46, 47, 48, 49, 51, 52, 53, 54, 55 **Unit 5:** 57, 58, 59, 60, 61, 63, 64, 65, 66, 67 **Unit 6:** 69, 70, 71, 72, 73 **Unit 7:** 81, 82, 83, 84, 85 **Unit 8:** 93, 94, 95, 96, 97 **Unit 9:** 105, 106, 107, 108, 109 **Unit 10:** 117, 118, 119, 120, 121
RF.K.1d	Recognize and name all upper- and lowercase letters of the alphabet	**TEACHER RESOURCE SYSTEM: Unit 1:** 10–11, 18–19, 26, 32, 38–39
Phonological Awareness		**Benchmark Advance**
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
RF.K.2a	Recognize and produce rhyming words.	**TEACHER RESOURCE SYSTEM: Unit 1:** 10–11, 18–19, 26, 32, 38–39, 88, 106 **Unit 2:** 141, 146, 184, 220 **Unit 3:** 32, 70, 106 **Unit 4:** 141, 146, 179, 184, 220 **Unit 5:** 32, 70, 106 **Unit 8:** 172, 179, 210, 215, 220
RF.K.2b	Count, pronounce, blend, and segment syllables in spoken words	**TEACHER RESOURCE SYSTEM: Unit 1:** 10–11, 18–19 **Unit 3:** 48, 64, 100 **Unit 4**: 124, **Unit 5:** 26, 64, 100 **Unit 7:** 26, 70, 100 **Unit 8:** 124, 214, 215 **Unit 9:** 10, 58, 70, 106, 134, 146 **Unit 10:** 184
RF.K.2c	Blend and segment onsets and rimes of single-syllable spoken words.	**TEACHER RESOURCE SYSTEM: Unit 1:** 70, 86–87, 94–95, 132–133, 152–153, 190–191, 224–225 **Unit 3:** 10–11, 39, 48–49, 56–57, 86, 94–95, 190–191, 224–225 **Unit 4:** 152–153, 224 **Unit 6:** 190–191 **Unit 8:** 152, 190–191, 214, 215, 224–225 **Unit 9:** 56–57, 94 **Unit 10:** 132–133, 170–171
RF.K.2d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)	**TEACHER RESOURCE SYSTEM: Unit 1:** 38–39, 48, 56–57, 64, 76–77, 86–87, 94–95, 100 **Unit 2:** 124–125, 132–133, 140, 162–163, 170–171, 178, 190–191, 200–201, 208–209, 214 **Unit 3:** 10–11, 18–19, 26, 48–49, 56–57, 64, 86, 94–95 **Unit 4:** 124–125, 132–133, 138, 140, 152–153, 162–163, 170–171, 177, 184, 190–191, 200–201, 208–209, 214, 220 **Unit 5:** 10–11, 18–19, 48–49, 56–57, 86–87, 94–95 **Unit 6:** 162–163, 170, 200–201, 214 **Unit 7:** 10–11, 18–19, 48–49, 56–57, 86–87, 94–95 **Unit 8:** 124–125, 132–133, 152–153, 162–163, 170–171, 178, 190–191, 200–201, 208–209, 224–225 **Unit 9:** 10–11, 18–19, 48–49, 86–87 **Unit 10:** 124–125, 162, 208
RF.K.2e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	**TEACHER RESOURCE SYSTEM: Unit 1:** 110–111 **Unit 3:** 76–77, 110–111 **Unit 5:** 38–39, 76–77, 110–111 **Unit 6:** 178, 184 **Unit 7:** 32, 38–39, 64, 76–77, 106, 110–111**Unit 8:** 140, 146, 178, 184 **Unit 9:** 26, 32, 64, 76–77, 100, 110–111 **Unit 10:** 140, 152–153, 178, 190, 224–225
RF.K.2f	Blend two to three phonemes into recognizable words. CA	**TEACHER RESOURCE SYSTEM: Unit 4:** 150 **Unit 7:** 56 **Unit 9:** 32
Phonics and Word Recognition		**Benchmark Advance**
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA	

RF.K.3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.	**TEACHER RESOURCE SYSTEM: Unit 1:** 20, 33, 43, 48, 50, 56–57, 58, 64, 65, 71, 76–77, 81, 86–87, 94–95, 96, 100, 101, 106, 110–111 **Unit 2:** 124, 126, 132–133, 140, 141, 146, 152–153, 157, 162–163, 164, 170–171, 178, 184, 185, 190–191, 195, 200–201, 202–203, 208–209, 210–211, 214, 220, 221, 224–225 **Unit 3:** 5, 10–11, 18–19, 26, 32, 38, 48–49, 50, 56–57, 64, 65, 70, 76–77, 81, 86, 88, 94–95, 100, 101, 106, 110–111 **Unit 4:** 119, 124–125, 126, 132–133, 134, 140, 146, 147, 152–153, 162–163, 164, 170–171, 177, 184, 190–191, 195, 200–201, 202, 208–209, 214, 215, 220, 224–225 **Unit 5:** 5, 10–11, 18–19, 26, 32, 33, 38–39, 43, 48–49, 56–57, 58, 64, 70, 76–77, 86–87, 88, 94–95, 96, 100, 101, 106, 110–111 **Unit 6:** 119, 141, 162–163, 164, 178, 179, 184, 190–191, 195, 200–201, 210, 214, 215, 220 **Unit 7:** 10–11, 18–19, 26, 32, 38–39, 43, 48–49, 56–57, 64, 70, 76–77, 81, 86–87, 88, 94–95, 100, 106, 110–111, 170, **Unit 8:** 124–125, 132–133, 140, 152–153, 157, 162–163, 170–171, 178, 185, 190–191, 200–201, 202, 208–209, 214, 215, 220, 224–225 **Unit 9:** 5, 10–11, 12, 18–19, 26, 32, 33, 38–39, 42, 48–49, 56–57, 58, 64, 65, 70, 76–77, 86–87, 94, 96, 100, 101, 106, 124–125, 132–133, 140, 146, 152–153, 162–163, 170–171, 178, 179, 184, 190, 202, 208, 224–225
RF.K.3b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (Identify which letters represent the five major vowels [Aa, Ee, Ii, Oo, and Uu] and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the grade 1 phonics standards.) CA	**TEACHER RESOURCE SYSTEM: Unit 1:** 107 **Unit 2:** 119, 147, 179, 215 **Unit 3:** 12, 20, 43, 107 **Unit 4:** 124–125, 132, 140, 141, 152–153, 157, 170–171, 177, 184, 200–201, 208–209, 214, 220 **Unit 5:** 48–49, 50, 56–57, 64, 70, 76–77, 81 **Unit 6:** 124, 126, 134, 152, 157, 172 **Unit 8:** 132–133, 140 **Unit 9:** 27, 48–49, 50, 56–57, 77, 81, 86–87, 94, 107 **Unit 10:** 119, 124–125, 126, 132–133, 147, 153, 163–162, 170–171, 185, 195, 208, 210, 215, 221
RF.K.3c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	**TEACHER RESOURCE SYSTEM: Unit 1:** 48, 50, 56–57, 64, 70, 71, 76–77, 100, 106, 107, 110–111 **Unit 2:** 125, 126, 140, 146, 147, 152–153, 162–163, 164, 172, 178, 184, 185, 190–191, 200–201, 202–203, 208–209, 214, 220, 221, 224–225 **Unit 3:** 11, 12, 18–19, 20, 26, 32, 39, 50, 58, 64, 70, 71, 76–77, 88, 96, 100, 101, 106, 110–111 **Unit 4:** 124–125, 126, 132–133, 134, 140, 141, 146, 147, 152–153, 162–163, 164, 177, 179, 184, 185, 190–191, 200–201, 202, 208–209, 210, 214, 220, 221, 224–225 **Unit 5:** 10–11, 12, 18–19, 20, 26, 27, 32, 38–39, 48–49, 56–57, 64, 65, 70, 71, 76–77, 81, 86–87, 88, 94–95, 96, 100, 101, 106, 107, 110–111, 147, 164, 179, 185, 210, 215 **Unit 6:** 162–163, 170, 178, 184, 190–191, 200–201, 214, 220 **Unit 7:** 5, 10–11, 18–19, 20, 26, 27, 32, 33, 38–39, 48–49, 50, 56–57, 58, 64, 65, 70, 71, 76–77, 86–87, 88, 94–95, 96, 100, 101, 106, 107, 110–111 **Unit 8:** 124–125, 126, 132–133, 140, 141, 146, 147, 152–153, 162–163, 164, 170–171, 178, 179, 184, 190–191, 195, 200–201, 202, 208–209, 210, 214, 220, 221, 224–225 **Unit 9:** 10–11, 12, 18–19, 20, 26, 27, 32, 38–39, 48–49, 50, 56–57, 64, 65, 71, 76–77, 86–87, 88, 94, 96, 100, 101, 106, 107, 110–111, 124–125, 126, 132–133, 140, 141, 146, 147, 152–153, 162–163, 164, 170–171, 172, 178, 179, 184, 185, 190, 202, 208, 215, 221, 224–225 **READER'S THEATER HANDBOOK: Unit 1:** 10, 11, 12, 13, 16, 17, 18, 19 **Unit 2:** 22, 23, 24, 25, 28, 29, 30, 31 **Unit 3:** 34, 35, 36, 37, 40, 41, 42, 43 **Unit 4:** 46, 47, 48, 49, 52, 53, 54, 55 **Unit 5:** 58, 59, 60, 61, 64, 65, 66, 67 **Unit 6:** 70, 71, 72, 73, 75, 76, 77, 78, 79 **Unit 7:** 82, 83, 84, 85, 87, 88, 89, 90, 91 **Unit 8:** 94, 95, 96, 97, 99, 100, 101, 102, 103 **Unit 9:** 106, 107, 108, 109, 111, 112, 113, 114, 115 **Unit 10:** 118, 119, 120, 121, 123, 124, 125, 126, 127
RF.K.3d	Know and apply grade-level phonics and word analysis skilli in decoding words both in isolation and in text. CA	**Unit 7:** 38–39 **Unit 8:** 184 **Unit 10:** 152–153
Fluency		**Benchmark Advance**
RF.K.4	Read emergent-reader texts with purpose and understanding.	**TEACHER RESOURCE SYSTEM: Unit 1:** 70, 76–77, 88, 106, 110–111 **Unit 2:** 119, 126, 141, 146, 147, 152–153, 157, 164, 179, 184, 185, 190–191, 195, 202–203, 210–211, 215, 220, 221, 224–225 **Unit 3:** 32, 39, 70, 76–77, 106, 110–111 **Unit 4:** 119, 134, 141, 146, 147, 152–153, 157, 164, 172, 179, 184, 185, 190–191, 195, 202, 220, 221, 224–225 **Unit 5:** 32, 38–39, 70, 76–77, 106, 1110–111 **Unit 6:** 184, 190–191, 220 **Unit 7:** 32, 38–39, 65, 70, 76–77, 106, 110–111, 126, 146, 147, 152–153, 184, 190–191, 202, 210, 215, 220, 224–225 **Unit 9:** 32, 38–39, 70, 7, 195, 6–77, 106, 110–111 **Unit 10:** 119, 126, 141, 146, 147, 152–153, 162–163, 172, 184, 185, 190, 210, 215, 221, 224–225 **READER'S THEATER HANDBOOK: Unit 1:** 9, 10, 11, 12, 13, 15, 16, 17, 18, 19 **Unit 2:** 21, 22, 23, 24, 25, 27, 28, 29, 30, 31 **Unit 3:** 33, 34, 35, 36, 37, 39, 40, 41, 42, 43 **Unit 4:** 45, 46, 47, 48, 49, 51, 52, 53, 54, 55 **Unit 5:** 57, 58, 59, 60, 61, 63, 64, 65, 66, 67 **Unit 6:** 69, 70, 71, 72, 73, 75, 76, 77, 78, 79 **Unit 7:** 81, 82, 83, 84, 85, 87, 88, 89, 90, 91 **Unit 8:** 93, 94, 95, 96, 97, 99, 100, 101, 102, 103 **Unit 9:** 105, 106, 107, 108, 109, 111, 112, 113, 114, 115 **Unit 10:** 117, 118, 119, 120, 121, 123, 124, 125, 126, 127
Writing Standards		
Types and Purposes		**Benchmark Advance**
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).	**TEACHER RESOURCE SYSTEM: Unit 1:** 30–31, 62–63, 92–93, 130–131, **Unit 2:** 130–131, 168–169, 182–183, 212–213 **Unit 3:** 54–55, 68–69, 98–99 **Unit 4:** 168–169, 176–177, 212–213 **Unit 5:** 68–69, 92–93, 150–151, 212–213 **Unit 7:** 30–31, 68–69, 92–93, 98–99, 130–131, 168–169, 182–183 **Unit 8:** 168–169 **Unit 9:** 62–63, 92–93, 168–169

W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	**TEACHER RESOURCE SYSTEM: Unit 1:** 8–9, 24–25, 36–37, 46–47, 68–69, 74–75, 84–85, 104–105, 108–109 **Unit 2:** 122–123, 138–139, 150–151, 160–161, 188–189, 198–199, 218–219, 222–223 **Unit 3:** 8–9, 24–25, 36–37, 46–47, 74–75, 84–85, 104–105, 108–109 **Unit 4:** 122–123, 138–139, 150–151, 160–161, 188–189, 198–199, 206–207, 222–223 **Unit 5:** 8–9, 36–37, 46–47, 54–55, 62–63, 74–75, 104–105, 108–109, 130–131, 168–169, 188–189, 218–219 **Unit 7:** 8–9, 24–25, 36–37, 46–47, 74–75, 84–85, 104–105, 108–109 **Unit 8:** 122–123, 138–139, 150–151, 160–161, 188–189, 198–199, 218–219, 222–223 **Unit 9:** 8–9, 16–17, 24–25, 36–37, 46–47, 68–69, 74–75, 104–105, 108–109 **Unit 10:** 122–123, 138–139, 150–151, 160–161, 176–177, 182–183, 188–189, 198–199, 212–213, 218–219, 222–223
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	**TEACHER RESOURCE SYSTEM: Unit 1:** 16–17, 54–55, 98–99 **Unit 2:** 144–145, 176–177, 206–207 **Unit 3:** 16–17, 30–31, 62–63, 92–93 **Unit 4:** 130–131, 144–145, 182–183, 218–21 **Unit 5:** 1 6–17, 24–25, 30–31, 98–99 **Unit 6:** 122–123, 138–139, 144–145, 160–161, 176–177, 182–183, 198–199 **Unit 7:** 16–17, 54–55, 62–63 **Unit 8:** 144–145, 176–177, 206–207, 212–213 **Unit 9:** 30–31, 54–55, 84–85, 98–99, 130–131, 144–145 **Unit 10:** 206–207
Production and Distribution of Writing		**Benchmark Advance**
W.K.4	(Begins in grade 2) CA	
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	**TEACHER RESOURCE SYSTEM: Unit 1:** 74–75, 108–109, AR3 **Unit 2:** 138–139, 188–189, 222–223 **Unit 3:** 74–75, 108–109, AR3 **Unit 4:** 188–189, 222–223, **Unit 5:** 74–75, 108–109, AR2 **Unit 6:** 176–177, 188–189 **Unit 7:** 16–17, 74–75, 104–105, 108–109, AR2 **Unit 8:** 144–145, 160–161, 168–169, 188–189, 222–223 **Unit 9:** 108–109, AR3 **Unit 10:** 188–189, 202, 222–223
W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	**TEACHER RESOURCE SYSTEM: Unit 1:** 108–109, 198–199, 222–223 **Unit 3:** 108–109, 222–223 **Unit 5:** 108–109 **Unit 7:** 108–109 **Unit 8:** 222–223 **Unit 9:** 108–109 **Unit 10:** 222–223
Research to Build and Present Knowledge		**Benchmark Advance**
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	**TEACHER RESOURCE SYSTEM: Unit 1:** AR3 **Unit 5:** AR2 **Unit 6:** AR4
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	**TEACHER RESOURCE SYSTEM: Unit 1:** 8–9, 16–17, 24–25, 30–31, 36–37, 46–47, 54–55, 62–63, 68–69, 74–75, 84–85, 92–93, 98–99, 104–105, AR2 **Unit 2:** 122–123, 130–131, 138–139, 144–145, 150–151, 160–161, 168–169, 176–177, 182–183, 198–199, 206–207, 212–213, 222–223, **Unit 3:** 8–9, 16–17, 24–25, 30–31, 36–37, 46–47, 54–55, 62–63, 68–69, 74–75, 84–85, 92–93, 98–99, 104–105, 108–109, AR3 **Unit 4:** 122–123, 130–131, 138–139, 144–145, 150–151, 160–161, 168–169, 176–177, 182–183, 188–189, 198–199, 206–207, 212–213, 218–219, 222–223 **Unit 5:** 8–9, 16–17, 24–25, 30–31, 46–47, 62–63, 68–69, 74–75, 92–93, 98–99, 104–105, 108–109 **Unit 6:** 122–123, 130–131, 138–139, 144–145, 150–151, 160–161, 168–169, 176–177, 182–183, 188–189, 198–199, 212–213, 218–219 **Unit 7:** 8–9, 16–17, 24–25 **Unit 7:** 30–31, 36–37, 46–47, 54–55, 62–63, 68–69, 74–75, 84–85, 92–93, 98–99, 104–105, 108–109, AR2 **Unit 8:** 122–123, 130–131, 138–139, 144–145, 150–151, 160–161, 176–177, 182–183, 188–189, 198–199, 206–207, 212–213, 218–219, 222–223 **Unit 9:** 8–9, 16–17, 24–25, 30–31, 36–37, 46–47, 54–55, 62–63, 68–69, 74–75, 84–85, 92–93, 98–99, 104–105, 122–123, 130–131, 138–139, 144–145, 150–151, 160–161, 168–169, 176–177, 182–183, 188–189, 198–199, 206–207, 212–213, 218–219, 222–223
W.K.9	(Begins in grade 4)	
Range of Writing		**Benchmark Advance**
W.K.10	(Begins in grade 2) CA	
Speaking and Listening Standards		
Comprehension and Collaboration		**Benchmark Advance**
SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	
SL.K.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	**TEACHER RESOURCE SYSTEM: Unit 1:** RR6, RR10, 6–7, 12, 16–17, 33, 50, 51, 54–55, 58, 65, 68–69, 82–83, 98–99, 101 **Unit 2:** 158–159, 165, 198–199 **Unit 3:** 6–7, 20, 21, 54–55, 80, 84–85, 97, 98–99. 113 **Unit 4:** 120–121, 130–131, 176–177, 206–207, 212–213, 218–219, 226 **Unit 5:** 6–7, 13, 16–17, 30–31, 34–35, 36–37, 44–45, 54–55, 60–61, 68–69, 82–83, 90–91, 92–93, 98–99, 104–105. 112 **Unit 6:** 122–123, 126, 138–139, 144–145, 158–159, 168–169, 176–177, 182–183, 196–197, 198–199, 212–213, 218–219, 226 **Unit 7:** 6–7, 16–17, 24–25, 36–37, 44–45, 46–47, 60–61, 62–63, 68–69, 82–83, 92–93, 97, 98–99, 104–105 **Unit 8:** 120–121, 122–123, 128–129, 130–131, 138–139, 142, 144–145, 150–151, 158–159, 160–161, 166–167, 168–169, 174–175, 176–177, 182–183, 188–189, 196–197, 198–199, 204–205, 206–207, 211, 212–213, 218–219, 226–227 **Unit 9:** 6–7, 8–9, 16–17, 21, 24–25, 30–31, 36–37, 44–45, 46–47, 54–55, 62–63, 68–69, 74–75, 82–83, 84–85, 90–91, 92–93, 98–99 **Unit 10:** 118, 120–121, 130–131, 138–139, 144–145, 150–151, 156, 158–159, 160–161, 166–167, 168–169, 174–175, 182–183, 194, 198–199, 204–205, 212–213, 218–219, 226 **READER'S THEATER HANDBOOK: Unit 6:** 79 **Unit 7:** 91 **Unit 8:** 103 **Unit 9:** 115 **Unit 10:** 127

SL.K.1b	Continue a conversation through multiple exchanges.	**TEACHER RESOURCE SYSTEM: Unit 1:** 4, 8–9, 20, 21, 30–31, 36–37, 44–45, 46–47, 62–63, 68–69, 80, 82–83, 84–85, 92–93, 104–105 **Unit 2:** 118, 120–121, 130–131, 144–145, 158–159, 160–161, 194, 196–197, 212–213 **Unit 3:** 20, 24–25, 36–37, 44–45, 46–47, 54–55, 74–75, 80, 82–83 **Unit 4:** 118, 122–123, 138–139, 150–151, 158–159, 168–169, 176–177, 194, 196–197, 206–207, 218–219, 226 **Unit 5:** 6–7, 13, 16–17, 30–31, 34–35, 44–45, 54–55, 60–61, 68–69, 82–83, 90–91, 92–93, 98–99, 104–105 **Unit 6:** 122–123, 126, 138–139, 144–145, 158–159, 168–169, 176–177, 182–183, 196–197, 198–199, 212–213, 218–219 **Unit 7:** 6–7, 12, 16–17, 24–25, 36–37, 44–45, 46–47, 54–55, 60–61, 62–63, 68–69, 82–83, 84–85, 92–93, 98–99, 104–105, **Unit 8:** 120–121, 122–123, 128–129, 130–131, 138–139, 144–145, 150–151, 158–159, 160–161, 166–167, 168–169, 174–175, 176–177, 182–183, 188–189, 196–197, 198–199, 206–207, 212–213, 218–219, 226–227 **Unit 9:** 6–7, 8–9, 16–17, 21, 24–25, 30–31, 36–37, 44–45, 46–47, 54–55, 62–62, 68–69, 74–75, 82–83, 84–85, 92–93, 98–99 **Unit 10:** 118, 120–121, 130–131, 138–139, 144–145, 150–151, 156, 158–159, 160–161, 166–167, 168–169, 174–175, 183–183, 194, 198–199, 211, 212–213, 218–219, 226 **READER'S THEATER HANDBOOK: Unit 6:** 79 **Unit 7:** 91 **Unit 8:** 103 **Unit 9:** 115 **Unit 10:** 127
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	
SL.K.2a	Understand and follow one- and two-step oral directions. CA	**TEACHER RESOURCE SYSTEM: Unit 2:** 226–227 **Unit 3:** 112–113 **Unit 4:** 226 **Unit 5:** 112 **Unit 6:** 112, 226 **Unit 7:** 112–113 **Unit 8:** 226–227 **Unit 9:** 112–113 **Unit 10:** 226 **READER'S THEATER HANDBOOK: Unit 1:** 10, 16 **Unit 2:** 22, 28, 34 **Unit 3:** 40 **Unit 4:** 46, 52 **Unit 5:** 58, 64 **Unit 6:** 70, 76 **Unit 7:** 82, 88 **Unit 8:** 94, 100 **Unit 9:** 106, 112 **Unit 10:** 118, 124
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	**TEACHER RESOURCE SYSTEM: Unit 1:** 6–7, 13, 27, 28–29, 34–35, 43, 44–45, 51, 72–73, 74–75, 82–83, 89, 90–91, 97, 104–105 **Unit 2:** 116, 119, 127, 128–129, 134, 135, 141, 147, 157, 158–159, 164, 173, 174–175, 179, 180–181, 185, 186–187, 195, 196–197, 202–203, 204–205, 210–211, 215, 216–217, 226–227 **Unit 3:** 4, 5, 27, 29, 43, 44–45, 50, 52–53, 60–61, 66–67, 72–73, 81, 82–83, 89, 96, 97, 102–103, 104–105, 107, 112–113 **Unit 4:** 119, 126, 136–137, 141, 142–143, 147, 150–151, 157, 158–159, 164, 166–167, 173, 179, 185, 186–187, 194, 195, 196–197, 202, 203, 204–205, 210, 211, 215, 216–217, 226 **Unit 5:** 13, 14–15, 22–23, 27, 33, 36–37, 43, 50, 51, 52–53, 59, 65, 66–67, 68–69, 72–73, 82–83, 96, 97, 101, 102–103, 104–105, 107, 112 **Unit 6:** 119, 128–129, 136, 141, 148–149, 150–151, 156, 158–159, 166–167, 173, 174–175, 179, 180–181, 185, 186–187, 196–197, 210, 216–217, 226 **Unit 7:** 5, 12, 21, 27, 34–35, 43, 44–45, 62–63, 71, 72–73, 74–75, 82–83, 84–85, 98–99, 104–105, 112–113 **Unit 8:** 119, 126, 134, 135, 137, 141, 147, 148–149, 157, 158–159, 164, 168–169, 179, 185, 186–187, 188–189, 195, 196–197, 202, 206–207, 210, 215, 216–217, 218–219, 221, 226–227 **Unit 9:** 5, 20, 27, 43, 50, 58, 65, 68–69, 71, 72–73, 81, 82–83, 88, 96, 112–113 **Unit 10:** 119, 126, 128–129, 134, 141, 147, 150–151, 157, 158–159, 172, 179, 180–181, 185, 195, 202, 206–207, 210, 211, 215, 216–217, 221, 226 **DESIGNATED ELD TEACHER RESOURCE SYSTEM: Unit 1:** 10–11 **Unit 3:** 70–71, 72–73, 84–85 **Unit 4:** 98–99, 102–103, 104–105, 106–107, 112–113, 114–115, 116–117, 118–119, 120–121, 122–123 **Unit 5:** 126–127, 136–137, 142–143, 148–149, 150–151, 152–153 **Unit 6:** 174–175
Presentation of Knowledge and Ideas		**Benchmark Advance**
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	**TEACHER RESOURCE SYSTEM: Unit 1:** 72–73 **Unit 2:** 122–123, 130–131, 186–187, 198–199, 226–227, AR4 **Unit 3:** 28, 72–73, 74–75, 112–113, AR2 **Unit 4:** 122–123, 186–187, 226 **Unit 5:** 72–73, 112, 186–187, 198–199, 226 **Unit 7:** 44–45, 72–73, 112–113 **Unit 8:** 186–187, 106–197, 226–227, AR4 **Unit 9:** 72–73, 112–113, 186–187 **Unit 10:** 226 **DESIGNATED ELD TEACHER RESOURCE SYSTEM: Unit 1:** 10–11, 30–31, 48–49, 50–51 **Unit 2:** 56–57, 60–61, 62–63 **Unit 3:** 80–81 **Unit 4:** 100–101, 122–123 **Unit 5:** 142–143 **Unit 6:** 156–157, 158–159, 162–163, 164–165, 166–167, 170–171, 180–181
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	**TEACHER RESOURCE SYSTEM: Unit 1:** 1 AR2 **Unit 4:** AR5 **Unit 7:** AR2
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	**TEACHER RESOURCE SYSTEM: Unit 1:** 36–37, 44–45, 66–67, 72–73, 74–75 **Unit 2:** 134, 135, 158–159, 186–187, 196–197, 226–227 **Unit 3:** 44–45, 72–73, 74–75, 82–83, 104–105, 112–113, 150–151, 158–159, 186–189, 226, AR4 **Unit 5:** 36–37, 68–69, 72–73, 104–105, 112 **Unit 6:** 150–151, 158–159, 186–187, 226, AR4 **Unit 7:** 44–45, 62–63, 72–73, 74–75, 98–99, 104–105, 112–113 **Unit 8:** 158–159, 168–169, 186–187, 188–189, 196–197, 206–207, 226–227, AR4 **Unit 9:** 68–79, 72–73, 112–113 **Unit 10:** 150–151, 158–159, 180–181, 186–187, 216–217, 226 **READER'S THEATER HANDBOOK: Unit 1:** 13, 19 **Unit 2:** 21, 25, 31 **Unit 3:** 37, 42, 43 **Unit 4:** 49, 55 **Unit 5:** 61, 67 **Unit 6:** 73 **Unit 7:** 85, 90 **Unit 8:** 97, 100 **Unit 9:** 109 **Unit 10:** 121

Benchmark Advance **Correlation to the California Common Core ELA Standards for Grade K**

Language Standards		
Conventions of Standard English		**Benchmark Advance**
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	
L.K.1a	Print many upper- and lowercase letters.	**TEACHER RESOURCE SYSTEM: Unit 1:** RR4, RR15, RR19, 8–9, 16–17, 24–25, 30–31, 36–37, 48, 56–57, 62–63, 68–69, 74–75, 76–77, 86–87, 94–95, 98–99, 104–105, 108–109, 110–111 **Unit 2:** 122–123, 124–125, 130–131, 132–133, 138–139, 144–145, 150–151, 152–153, 160–161, 162–163, 168–169, 170–171, 176–177, 182–183, 190–191, 198–199, 200–201, 208–209, 222–223, 224–225 **Unit 3:** 8–9, 10–11, 16–17, 18–19, 24–25, 30–31, 36–37, 39, 46–47, 48–49, 54–55, 56–57, 68–69, 74–75, 76–77, 84–85, 86, 92–93, 94–95, 98–99, 104–105, 108–109, 110–111 **Unit 4:** 122–123, 124–125, 130–131, 132–133, 138–139, 144–145, 150–151, 152–153, 160–161, 162–163, 170–171, 190–191, 200–201, 208–209 **Unit 5:** 8–9, 10–11, 16–17, 18–19, 24–25, 30–31, 36–37, 38–39, 46–47, 48–49, 54–55, 56–57, 62–63, 68–69, 76–77, 84–85, 86–87, 92–93, 94–95, 98–99, 104–105, 108–109, 110–111 **Unit 6:** 122–123, 130–131, 138–139, 144–145, 150–151, 162–163, 168–169, 170, 176–177, 190–191, 198–199, 200–201, 212–213, 218–219 **Unit 7:** 8–9, 10–11, 16–17, 18–19, 24–25, 30–31, 36–37, 38–39, 46–47, 48–49, 54–55, 56–56, 62–63, 74–75, 76–77, 84–85, 86–87, 92–93, 94–95, 98–99, 104–105, 108–109, 110–111 **Unit 8:** 120–121, 122–123, 124–125, 130–131, 132–133, 138–139, 144–145, 150–151, 160–161, 162–163, 168–169, 170–171, 176–177, 182–183, 190–191, 198–199, 200–201, 206–207, 208–209, 218–219, 222–223 **Unit 9:** 8–9, 10–11, 16–17, 18–19, 24–25, 30–31, 36–37, 38–39, 46–47, 48–49, 54–55, 56–57, 62–63, 68–69, 76–77, 84–85, 86–87, 92–93, 98–99, 104–105, 108–109, 110–111, 122–123, 124–125, 130–131, 132–133, 138–139, 150–151, 152–153, 160–161, 162–163, 168–169, 170–171, 176–177, 182–183, 188–189, 190, 198–199, 206–207, 208, 212–213, 218–219, 224–225 **LANGUAGE MINI-LESSONS HANDBOOK:** 2-3 (Use Capital Letters), Language BLM 1
L.K.1b	Use frequently occurring nouns and verbs.	**TEACHER RESOURCE SYSTEM: Unit 1:** 8–9, 16–17, 24–25, 30–31, 36–37, 46–47, 54–55, 62–63, 65, 68–69, 71, 74–75, 84–85, 92–93, 98–99, 101, 104–105, 108–109, 222–223 **Unit 5:** 8–9, 16–17, 24–25, 27, 30–31, 33, 36–37, 46–47, 54–55, 68–69, 71, 84–85, 92–93, 98–99, 104–105, 108–109, 122–123 **LEVELED TEXT TEACHER'S GUIDES: Unit 7:** *At the Birthday Party* (C/3) **LANGUAGE MINI-LESSONS HANDBOOK:** 4-5 (Use Nouns and Verbs), Language BLM 2
L.K.1c	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	**TEACHER RESOURCE SYSTEM: Unit 2:** 121, 122–123, 130–131, 138–139, 144–145, 150–151, 198–199, 206–207, 212–213, 215 **Unit 6:** 122–123, 130–131, 138–139, 144–145, 198–199, 212–213 **Unit 7:** 16–17 **Unit 9:** 38–39 **LANGUAGE MINI-LESSONS HANDBOOK:** 6-7 (Form Regular Plural Nouns), Language BLM 3
L.K.1d	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	**TEACHER RESOURCE SYSTEM: Unit 2:** 160–161, 168–169, 172, 176–177, 182–183, 218–219 **Unit 6:** 161 168–169, 176–177, 182–183, 218–219 **Unit 9:** 46–47, 54–55, 62–63, 68–69, 71, 74–75, 104–105, 108–109 **READER'S THEATER HANDBOOK: Unit 1:** 9 **Unit 2:** 27 **LANGUAGE MINI-LESSONS HANDBOOK:** 8-9 (Use Question Words), Language BLM 4
L.K.1e	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	**TEACHER RESOURCE SYSTEM: Unit 4:** 121, 122–123, 130–131, 138–139, 144–145, 149, 150–151, 198–199, 206–207, 212–213 **Unit 7:** 8–9, 20, 24–25, 27, 30–31, 36–37, 84–85, 92–93, **Unit 10:** 160–161, 168–169, 176–177, 182–183, 198–199, 206–207, 222–223 **LANGUAGE MINI-LESSONS HANDBOOK:** 10-11 (Use Prepositions), Language BLM 5
L.K.1f	Produce and expand complete sentences in shared language activities.	**TEACHER RESOURCE SYSTEM: Unit 3:** 46–47, 54–55, 62–63, 68–69, 98–99, 104–105, 108–109 **Unit 7:** 46–47, 54–55, 62–63, 68–69, 98–99, 104–105, 108–109 **Unit 9:** 8–9, 16–17, 24–25, 30–31, 36–37, 84–85, 92–93, 94, 98–99 **Unit 10:** 122–123, 130–131, 138–139, 144–145, 150–151, 212–213, 218–219, 222–223 **LANGUAGE MINI-LESSONS HANDBOOK:** 12-13 (Produce Complete Sentences), 14-15 (Expand Complete Sentences), Language BLM 6, Language BLM 7
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.K.2a	Capitalize the first word in a sentence and the pronoun I.	**TEACHER RESOURCE SYSTEM: Unit 3:** 8–9, 16–17, 24–25, 30–31, 36–37, 84–85, 92–93, 222–223 **Unit 8:** 120–121, 130–131, 138–139, 144–145, 150–151, 198–199, 206–207, 222–223 **LANGUAGE MINI-LESSONS HANDBOOK:** 2-3 (Use Capital Letters), Language BLM 1
L.K.2b	Recognize and name end punctuation.	**TEACHER RESOURCE SYSTEM: Unit 4:** 160–161, 168–169, 176–177, 182–183, 185, 215, 218–219, 221, 222–223 **Unit 5:** 5, 81 **Unit 8:** 160–161, 168–169, 182–183, 185, 212–213, 218–219, 222–223 **Unit 9:** 43, 58 **Unit 10:** 222–223 **READER'S THEATER HANDBOOK: Unit 1:** 9, 11, 12, 15, 17, 18 **Unit 2:** 27 **Unit 3:** 33, 35, 36 **Unit 7:** 81, 83, 84, 88 **Unit 8:** 93, 94, 95, 96 **LANGUAGE MINI-LESSONS HANDBOOK:** 16-17 (Use End Punctuation), Language BLM 8

L.K.2c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).	**TEACHER RESOURCE SYSTEM: Unit 3: 95 Unit 6:** 150–151, 153 **Unit 9:** 54 **Unit 10:** 222–223 **LANGUAGE MINI-LESSONS HANDBOOK:** 18-19 (Spell Words), Language BLM 9
L.K.2d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	**TEACHER RESOURCE SYSTEM: Unit 4:** 222–223 **Unit 5**: 39 **Unit 7**: 39 **Unit 9**: 39 **Unit 10:** 222–223 **LANGUAGE MINI-LESSONS HANDBOOK:** 18-19 (Spell Words), Language BLM 9
Knowledge of Language		**Benchmark Advance**
L.K.3	(Begins in grade 2)	
Vocabulary Acquisition and Use		**Benchmark Advance**
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	
L.K.4a	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	**TEACHER RESOURCE SYSTEM: Unit 4:** 142–143, 203, 42, 59 **Unit 5:** 13 **Unit 6:** 203 **Unit 8:** 143, 203 **LEVELED TEXT TEACHER'S GUIDES: Unit 2:** *King Midas's Gold* (A/1), *We Fish* (B/2), *Jin and Pedro Get to Work!* (C/4) **Unit 4:** *Going Bananas for Apples* (A/1), *The Three Tates* (A/1) **Unit 5:** *On the Playground* (B/2) **Unit 6:** *The Fox and the Crow* (B/2), *Why the Sea is Salty* (C/3), *Rikki-Tikki-Tavi* (D/6) **Unit 8:** *The Seasons* (D/5) **Unit 9:** *Jobs at School* (C/4), *Jobs in a Community* (D/6) **Unit 10:** *Magnets* (C/3), *Jack Be Nimble* (D/6)
L.K.4b	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	**TEACHER RESOURCE SYSTEM: Unit 4:** 127, 165 **Unit 6:** 141, 165 **Unit 7:** 51 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *Families Have Rules* (C/3) **Unit 2:** *The Elves and the Shoemaker* (A/1), *Tim's Trip* (B/2) **Unit 4:** *Frank in a Tank* (C/3) **Unit 6:** *Stone Soup* (C/3) **Unit 7:** *Thanksgiving Then and Now* (C/3) **Unit 8:** *Rainy Day, Sunny Day* (D/5) **Unit 9:** *Jobs at School* (C/4)
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.	
L.K.5a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	**TEACHER RESOURCE SYSTEM: Unit 5:** 29, 89 **Unit 7:** 89, 127 **Unit 8:** 165 **Unit 9:** 13, 89 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *Good Citizens Can Help* (A/1), *Eating Well* (B/2) **Unit 2:** *Peter and the Wolf* (A/1), *Goldilocks and the Three Bears* (B/2) **Unit 3:** *Animal Colors* (A/1), *My Bird-Watching Journal* (A/1), *Animal Homes* (B/2), *At the Pond* (B/2), *Look at the Animals* (C/4), *Animal Treats* (C/4) **Unit 4:** *I Like* (B/2) **Unit 5:** *Let's Go* (B/2), *Technology Brings Us Together* (D/6) **Unit 6:** *The Blind Men and the Elephant* (B/2) **Unit 7:** *The Flag* (B/2), *A Party for Rabbit* (C/3), *The Best Thanksgiving Ever* (D/5) **Unit 8:** *A Week of Weather* (B/2) **Unit 9:** *Clothes* (C/3), *Can We Have a Pet?* (C/4), *Do We Need It? Do We Want It?* (E/7) **Unit 10:** *Up and Down the Hill* (C/3), *What Is Slow? What Is Fast?* (D/5)
L.K.5b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	**TEACHER RESOURCE SYSTEM: Unit 5:** 51, 137, 143, 173, 185 **Unit 7:** 13 **Unit 10:** 142, 173 **LEVELED TEXT TEACHER'S GUIDES: Unit 4:** *Sam Sleeps* (C/4) **Unit 5:** *Clock Watch* (C/3) **Unit 8:** *All Weather Is Fun!* (C/3) **Unit 10:** *Little Cat Goes Fast* (D/5)
L.K.5c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).	**TEACHER RESOURCE SYSTEM: Unit 3:** 89, 202 **Unit 4:** 173 **Unit 6**: 220 **Unit 10:** 165 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *I Follow Rules at School* (A/1), *My Backpack* (A/1), *Playing Sports* (B/2), *Day Camp* (B/2) **Unit 3:** *A Plant Has Parts* (C/4) **Unit 5:** *People Use Tools* (A/1), *Schools Then and Now* (B/2), *Making a House* (C/4) **Unit 6:** *The Crow and the Pitcher* (C/4) **Unit 7:** *My Day at the Capital* (B/2), *At the Birthday Party* (C/3), *Costume Party* (C/3) **Unit 8:** *Sam Can't Sleep* (C/3) **Unit 9:** *Saturday with Dad* (B/2), *Needs and Wants* (C/4)
L.K.5d	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	**TEACHER RESOURCE SYSTEM: Unit 2:** 142, 173 **Unit 6**: 143 **Unit 9:** 59 **LEVELED TEXT TEACHER'S GUIDES: Unit 7:** *Jin and Pedro Celebrate* (B/2) **Unit 8:** *Let's Look Outside* (B/2) **Unit 10:** *Hickory Dickory Dock* (D/6), *Using Magnets* (E/8)
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	**TEACHER RESOURCE SYSTEM: Unit 2:** 142, 173 **Unit 3:** 28, 58-59 **Unit 4:** 127, 142–143, 165, 203 **Unit 5:** 13, 29, 51, 59, 89 **Unit 6:** 137, 143, 165, 173 **Unit 8:** 127, 137 **Unit 9:** 13, 51, 59, 89 **Unit 10:** 142, 165, 173 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *My Book* (A/1) **Unit 2:** *The Enormous Turnip* (A/1) **Unit 3:** *The Best Things in Nature Are Blue* (A/1) **Unit 4:** *Two Owls in Paris* (B/2) **Unit 5:** *Old and New* (B/2) **Unit 6:** *Mouse and Lion* (A/1), *The Ant and the Grasshopper* (B/2) **Unit 8**: *Life With Our Sun* (C/3), *My Weather Log* (C/3) **Unit 9:** *The Yard Sale* (D/6) **Unit 10:** *How Animals Move* (C/3) **READER'S THEATER HANDBOOK: Unit 1:** 13, 19 **Unit 2:** 25, 31 **Unit 3:** 37, 43 **Unit 4:** 49, 55 **Unit 5:** 61, 67 **Unit 6:** 73, 78-79 **Unit 7:** 85, 90-91 **Unit 8:** 97, 102, 103 **Unit 9:** 109, 114-115 **Unit 10:** 121, 126-127

Reading Standards for Literature		
Key Ideas and Details		**Benchmark Advance**
RL.1.1	Ask and answer questions about key details in a text.	**TEACHER RESOURCE SYSTEM: Unit 1:** 5, 6–7, 20, 27, 32, 38–39, 58, 96–97 **Unit 2:** 121, 122–123, 128, 136, 137, 143, 148, 149, 154–155, 159, 160–161, 166, 174, 181, 186, 187, 192–193, 197, 198–199, 204, 212, 219, 224, 225, 228–229 **Unit 3:** 20, 27, 33, 58, 65, 81, 82–83, 89, 96, 103 **Unit 4:** 120, 121, 122–123, 136, 137, 138–139, 143, 148, 154–155, 159, 160–161, 168–169, 186, 192–193, 197, 198–199, 212, 214–215, 219, 224, 228–229 **Unit 5:** 20, 21, 22–23, 58, 70, 76–77, 80, 82–83, 90–91, 96, 108, 112–113 **Unit 6:** 121, 122–123, 128, 136, 137, 143, 148, 149, 154–155, 159, 160–161, 166, 168–169, 174, 181, 186, 187, 192–193, 197, 198–199, 204, 212, 213, 219, 224, 225, 228–229 **Unit 7:** 27, 58, 65, 70, 96, 103 **Unit 8:** 121, 122–123, 148, 154–155, 174, 181, 187, 197, 198–199, 204, 224, 225, 228–229 **Unit 9:** 20, 58, 65, 81, 82–83, 88, 98–99, 108, 109, 112–113 **Unit 10:** 122–123, 136, 158, 159, 160–161, 168–169, 174, 186, 192–193, 212, 219 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *Remember the Rules* (E/7) **Unit 2:** *A Tug of War* (C/3), *Poor Turkey Girl* (C/4), *Hansel and Gretel* (D/5), *Neighbors at Play* (D/6), *Clean Up! Our Earth Day Project* (E/7), *The Princess and the Pea* (E/7), *City Mouse and Country Mouse* (F/10) **Unit 3:** *Johnny Appleseed* (D/5), *A Frog Someday* (F/9), *Little Lion* (F/9), *How Raven Became Black...* (F/10) **Unit 4:** *The Fourth! Our Show* (E/7), *Who Will Bell the Cat?* (E/8), *Old MacDonald* (F/10), *A New Friend* (G/11), *Mutt in Michigan* (G/11) **Unit 6:** *The Milkmaid and Her Pail* (F/10), *The Boy Who Cried Wolf* (G/11), *The Emperor's New Clothes* (G/11), *Dog and His Reflection* (G/12), *The Tiger, the Brahmin, and the Jackal* (H/14) **Unit 7:** *The Old Gray Mare* (G/12) **Unit 8:** *Ready for Fall* (F/10), *The Courageous Soldier* (G/12), *Star Light, Star Bright* (H/13), *Demeter and Persephone* (H/13), *Stormy Stuart* (I/16) **Unit 9:** *Choices Choices* (G/12), *The Farm Stand Mystery* (H/14) **READER'S THEATER HANDBOOK: Unit 1:** 10, 12, 15, 19 **Unit 2:** 22, 24, 27, 31 **Unit 3:** 34, 36, 39, 43 **Unit 4:** 46, 48, 51, 55 **Unit 5:** 58, 60, 63, 67 **Unit 6:** 70, 72–73, 75, 79 **Unit 7:** 82, 84, 87, 91 **Unit 8:** 94, 96, 99, 103 **Unit 9:** 106, 108, 111, 115 **Unit 10:** 118, 120, 123, 127
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	**TEACHER RESOURCE SYSTEM: Unit 1:** 5, 6–7, 20, 27, 58–59, 96–97 **Unit 2:** 121, 122–123, 136, 137, 159, 160–161, 174, 181, 197, 198–199, 212 **Unit 3:** 20, 21, 27, 28–29, 58, 65, 80, 81, 82–83, 89, 96, 98–99, 103 **Unit 4:** 121, 122–123, 136, 137, 143, 159, 160–161, 197, 198–199, 200, 212 **Unit 5:** 20, 21, 58, 82–83, 96 **Unit 6:** 121, 122–123, 136, 137, 143, 159, 160–161, 166, 174, 182–183, 197, 198–199, 206–207, 212, 214–215 **Unit 7:** 58, 96 **Unit 8:** 121, 122–123, 174, 197, 198–199, 214–215, 225 **Unit 9:** 20, 82–83, 98–99 **Unit 10:** 122–123, 136, 159, 160–161, 174, 212 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *Remember the Rules* (E/7) **Unit 2:** *A Tug of War* (C/3), *Poor Turkey Girl* (C/4), *Hansel and Gretel* (D/5), *Hercules and the Stables* (D/5), *Chicken Little* (D/5), *Neighbors at Play* (D/6), *Issun Boshi* (D/6), *Clean Up! Our Earth Day Project* (E/7), *The Princess and the Pea* (E/7), *Cinderella* (E/8), *City Mouse and Country Mouse* (F/10), *The Little Red Hen* (F/10) **Unit 3:** *Johnny Appleseed* (D/5), *Baby Bumblebee* (E/8), *A Frog Someday* (F/9), *Little Lion* (F/9), *How Raven Became Black...* (F/10) **Unit 4:** *How the Camel Got Its Hump* (D/5), *The Fourth! Our Show* (E/7), *Who Will Bell the Cat?* (E/8), *Tim and Maya in China* (E/8), *Liam's Library* (F/9), *The Crowded Hut* (F/9), *Old MacDonald* (F/10), *A New Friend* (G/11), *Mutt in Michigan* (G/11), *Albert's Nest* (G/11), *The Gingerbread Man* (H/14) **Unit 6:** *A Wolf, A Girl, and Her Grandma* (E/8), *The Wind and the Sun* (F/9), *The Milkmaid and Her Pail* (F/10), *How Bear Lost His Tail* (F/10), *The Emperor's New Clothes* (G/11), *The Ugly Duckling* (G/12), *Dog and His Reflection* (G/12), T*he Tiger, the Brahmin, and the Jackal* (H/14), *The Owl Has Big Eyes and Rabbit Hops* (H/14), *How Elephant Made Peanut Butter* (I/15), *Why Is Hummingbird So Tiny?* (I/15) **Unit 7:** *The Old Gray Mare* (G/12), *A Throne for the King* (I/16) **Unit 8:** *The Courageous Soldier* (G/12), *Hurricane Diary* (G/12), *Demeter and Persephone* (H/13), *Stormy Stuart* (I/16), *Why the Sky Is Far Away* (J/18) **Unit 9:** *Choices Choices* (G/12), *Shopping with the Nicholas Family* (H/13), *The Farm Stand Mystery* (H/14), *How I Started a Clothing Drive* (I/15) **Unit 10:** *Oops! Why Do I Do That?* (J/18) **READER'S THEATER HANDBOOK: Unit 1:** 9, 11 **Unit 2:** 21, 23 **Unit 3:** 33, 35 **Unit 4:** 45, 47 **Unit 5:** 57, 59 **Unit 6:** 69, 71 **Unit 7:** 81, 83 **Unit 8:** 93, 95 **Unit 9:** 105, 107 **Unit 10:** 117, 119

RL.1.3	Describe characters, settings, and major events in a story, using key details.	**TEACHER RESOURCE SYSTEM: Unit 2:** 130–131, 138–139, 144–145, 158, 167, 168–169, 176–177, 182–183, 196, 206–207, 214–215 **Unit 3:** 90–91 **Unit 4:** 138–139, 158, 168–169, 176–177, 182–183, 196, 206–207, 214–215 **Unit 5:** 29, 82–83 **Unit 6:** 130–131, 138–139, 144–145, 168–169, 176–177, **Unit 8:** 130–131, 197, 206–207, 225 **Unit 9:** 89, 90–91, 92–93, 109 **Unit 10:** 130–131, 158, 168–169, 182–183 **LEVELED TEXT TEACHER'S GUIDES: Unit 2:** *A Tug of War* (C/3), *Hansel and Gretel* (D/5), *Hercules and the Stables* (D/5), *Chicken Little* (D/5), *Neighbors at Play* (D/6), *Issun Boshi* (D/6), *The Princess and the Pea* (E/7), *Cinderella* (E/8), *City Mouse and Country Mouse* (F/10), *The Little Red Hen* (F/10) **Unit 3:** *Johnny Appleseed* (D/5), *Baby Bumblebee* (E/8), *A Frog Someday* (F/9), *How Raven Became Black...* (F/10) **Unit 4:** *How the Camel Got Its Hump* (D/5), *The Fourth! Our Show* (E/7), *Who Will Bell the Cat?* (E/8), *Tim and Maya in China* (E/8), *Liam's Library* (F/9), *The Crowded Hut* (F/9), *Mojave Mutt* (F/10), *Mutt in Michigan* (G/11), *Albert's Nest* (G/11), *The Gingerbread Man* (H/14) **Unit 6:** *A Wolf, A Girl, and Her Grandma* (E/8), *The Wind and the Sun* (F/9), *The Milkmaid and Her Pail* (F/10), *How Bear Lost His Tail* (F/10), *The Boy Who Cried Wolf* (G/11), *The Emperor's New Clothes* (G/11), *The Ugly Duckling* (G/12), *Dog and His Reflection* (G/12), *The Tiger, the Brahmin, and the Jackal* (H/14), *The Owl Has Big Eyes and Rabbit Hops* (H/14), *How Elephant Made Peanut Butter* (I/15), *Why Is Hummingbird So Tiny?* (I/15) **Unit 7:** *The Old Gray Mare* (G/12), *A Throne for the King* (I/16) **Unit 8:** *Ready for Fall* (F/10), *The Courageous Soldier* (G/12), *Star Light, Star Bright* (H/13), *Demeter and Persephone* (H/13), *Stormy Stuart* (I/16), *Why the Sky Is Far Away* (J/18) **Unit 9:** *Choices Choices* (G/12), *The Farm Stand Mystery* (H/14) **Unit 10:** *Oops! Why Do I Do That?* (J/18) **READER'S THEATER HANDBOOK: Unit 1:** 11, 15, 17, 18 **Unit 2:** 21, 23, 29, 30 **Unit 3:** 33, 35, 39, 41, 42 **Unit 4:** 45, 47, 51, 53, 54 **Unit 5:** 57, 59, 63, 64–65, 66 **Unit 6:** 69, 71, 77, 78 **Unit 7:** 81, 83, 87, 89, 90, **Unit 8:** 93, 95, 100–101 102 **Unit 9:** 105, 107, 111, 112–113, 114 **Unit 10:** 117, 119, 123, 124–125, 126
Craft and Structure		**Benchmark Advance**
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. **(See grade 1 Language standards 4–6 for additional expectations.) CA**	**TEACHER RESOURCE SYSTEM: Unit 2:** 213, 216–217 **Unit 4:** 144, 158, 167 **Unit 5:** 97 **Unit 10:** 129, 158, 167 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *Working Together* (C/3) **Unit 2:** *Poor Turkey Girl* (C/4), *Hansel and Gretel* (D/5), *Hercules and the Stables* (D/5), *Chicken Little* (D/5), *Neighbors at Play* (D/6), *Issun Boshi* (D/6), *City Mouse and Country Mouse* (F/10), *The Little Red Hen* (F/10) **Unit 3:** *Baby Bumblebee* (E/8), *A Frog Someday* (F/9), *Little Lion* (F/9), *How Raven Became Black...* (F/10), *Watch a Butterfly Grow* (H/13) **Unit 4:** *How the Camel Got Its Hump* (D/5), *Who Will Bell the Cat?* (E/8), *Liam's Library* (F/9), *The Crowded Hut* (F/9), *Mojave Mutt* (F/10), *Old MacDonald* (F/10), *A New Friend* (G/11), *Albert's Nest* (G/11) **Unit 6:** *The Wind and the Sun* (F/9), *The Milkmaid and Her Pail* (F/10), *The Boy Who Cried Wolf* (G/11), *The Emperor's New Clothes* (G/11), *The Ugly Duckling* (G/12), *Dog and His Reflection* (G/12), *The Tiger, the Brahmin, and the Jackal* (H/14), *The Owl Has Big Eyes and Rabbit Hops* (H/14), *How Elephant Made Peanut Butter* (I/15), *Why Is Hummingbird So Tiny?* (I/15) **Unit 7:** *The Old Gray Mare* (G/12), *A Throne for the King* (I/16) **Unit 8:** *Ready for Fall* (F/10), *Hurricane Diary* (G/12), *Star Light, Star Bright* (H/13), *Demeter and Persephone* (H/13), *Stormy Stuart* (I/16), *Why the Sky Is Far Away* (J/18) **Unit 9:** *Shopping with the Nicholas Family* (H/13), *Dollars and Cents* (H/14), *The Farm Stand Mystery* (H/14), *Peaches All the Time* (I/16) **Unit 10:** *Oops! Why Do I Do That?* (J/18) **READER'S THEATER HANDBOOK: Unit 2:** 27 **Unit 4:** 47 **Unit 5:** 59 **Unit 6:** 75 **Unit 8:** 95 **Unit 9:** 107 **Unit 10:** 119
RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	**TEACHER RESOURCE SYSTEM: Unit 2:** 122–123, 137, 161–162, 198–199 **Unit 3:** 28–29, 72–73, 104–105 **Unit 6:** 160–161, 198–199 **Unit 8:** 122–123, 198–199, 220–221 **Unit 9:** 82–83, 104–105, 106–107 **LEVELED TEXT TEACHER'S GUIDES: Unit 2:** *Chicken Little* (D/5), *Issun Boshi* (D/6), *Cinderella* (E/8) **Unit 4:** *The Crowded Hut* (F/9), *Mojave Mutt* (F/10) **Unit 6:** *The Ugly Duckling* (G/12), *The Owl Has Big Eyes and Rabbit Hops* (H/14)
RL.1.6	Identify who is telling the story at various points in a text.	**TEACHER RESOURCE SYSTEM: Unit 4:** 129, 196, 205 **Unit 5:** 82–83 **Unit 10:** 160–161 **LEVELED TEXT TEACHER'S GUIDES: Unit 2:** *The Little Red Hen* (F/10) **Unit 3:** *How Raven Became Black...* (F/10) **Unit 4:** *A New Friend* (G/11) **Unit 6:** *The Emperor's New Clothes* (G/11) **Unit 10:** *Oops! Why Do I Do That?* (J/18) **READER'S THEATER HANDBOOK: Unit 4:** 55 **Unit 5:** 67
Integration of Knowledge and Ideas		**Benchmark Advance**

RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	**TEACHER RESOURCE SYSTEM: Unit 2:** 176–177, 182–183 **Unit 3:** 30–31, 80, 89, 98–99 **Unit 4:** 130–131, 176–177, 182–183, 206–207 **Unit 5:** 98–99, 138–139, 144–145 **Unit 7:** 58, 96 **Unit 9:** 82–83, 89, 97 **Unit 10:** 168–169 **LEVELED TEXT TEACHER'S GUIDES: Unit 2:** *Poor Turkey Girl* (C/4), *Hercules and the Stables* (D/5) **Unit 3:** *Baby Bumblebee* (E/8) **Unit 4:** *How the Camel Got Its Hump* (D/5), *Tim and Maya in China* (E/8), *Old MacDonald* (F/10), *Albert's Nest* (G/11), *The Gingerbread Man* (H/14) **Unit 6:** *A Wolf, A Girl, and Her Grandma* (E/8), *The Wind and the Sun* (F/9), *How Bear Lost His Tail* (F/10), *How Elephant Made Peanut Butter* (I/15), *Why Is Hummingbird So Tiny?* (I/15) **Unit 8:** *Hurricane Diary* (G/12), *Why the Sky Is Far Away* (J/18) **Unit 9:** *Shopping with the Nicholas Family* (H/13) **READER'S THEATER HANDBOOK: Unit 3:** 33
RL.1.8	(Not applicable to literature)	
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	**TEACHER RESOURCE SYSTEM: Unit 2:** 150–151, 188–189, 220–221 **Unit 3:** 72–73 **Unit 4:** 150–151, 152–153, 188–189, 216–217, 220–221, 222–223 **Unit 6:** 150–151, 188–189, 220–221, 222–223 **Unit 8:** 150–151, 188–189, 220–221 **Unit 10:** 188–189, 220–221 **READER'S THEATER HANDBOOK: Unit 3:** 40 **Unit 7:** 91
Range of Reading and Level of Text Complexity		**Benchmark Advance**
RL.1.10	With prompting and support, read prose and	
RL.1.10a	**Activate prior knowledge related to the information and events in a text. CA**	**TEACHER RESOURCE SYSTEM: Unit 1:** 5, 6–7, 20, 27, 58, 96–97 **Unit 2:** 121, 122–123, 136, 137, 159, 160–161, 174, 181, 197, 198–199, 212 **Unit 3:** 20, 21, 27, 58, 65, 81, 82–83, 96, 103 **Unit 4:** 121, 122–123, 136, 137, 143, 159, 160–161, 197, 198–199, 212 **Unit 5:** 20, 21, 58, 82–83, 96 **Unit 6:** 121, 122–123, 136, 137, 143, 159, 160–161, 174, 197, 198–199, 212 **Unit 7:** 58, 96 **Unit 8:** 121, 122–123, 174, 197, 198–199, 228–229 **Unit 9:** 20, 82–83 **Unit 10:** 122–123, 136, 159, 160–161, 174, 197, 212 **READER'S THEATER HANDBOOK: Unit 3:** 43 **Unit 4:** 55 **Unit 5:** 63, 67 **Unit 8:** 103 **Unit 9:** 115 **Unit 10:** 127
RL.1.10b	**Confirm predictions about what will happen next in a text. CA**	**TEACHER RESOURCE SYSTEM: Unit 1:** 5, 6–7, 20, 27, 58, 96–97 **Unit 2:** 121, 122–123, 136, 137, 154–155, 159, 160–161, 174, 181, 186, 192–193, 197, 198–199, 212 **Unit 3:** 20, 21, 27, 58, 65, 81, 82–83, 96, 103 **Unit 4:** 121, 122–123, 136, 137, 143, 148, 154–155, 159, 160–161, 186, 197, 198–199, 212 **Unit 5:** 20, 21, 58, 82–83, 96 **Unit 6:** 121, 122–123, 136, 137, 143, 159, 160–161, 174, 197, 198–199, 212 **Unit 7:** 58, 96 **Unit 8:** 121, 122–123, 174, 197, 198–199, 228–229 **Unit 9:** 20, 58, 81, 82–83, 96 **Unit 10:** 122–123, 136, 159, 160–161, 174, 197, 212
Reading Standards for Informational Text		
Key Ideas and Details		**Benchmark Advance**
RI.1.1	Ask and answer questions about key details in a text.	**TEACHER RESOURCE SYSTEM: Unit 1:** 21, 43, 44–45, 70, 76–77, 81, 82–83, 108, 112–113 **Unit 3:** 5, 6–7, 43, 44–45, 52–53, 70, 76–77 **Unit 4:** 174, 181 **Unit 5:** 5, 6–7, 32, 38–39, 43, 81 **Unit 7:** 4, 5, 6–7, 12, 21, 32, 38–39, 43, 44–45, 50–51, 70, 71, 76–77, 81, 82–83, 88, 108, 112–113 **Unit 8:** 136, 137, 159, 160–161, 166, 186, 192–193, 212, 219 **Unit 9:** 5, 6–7, 21, 32, 38–39, 43, 50, 60–61, 66–67, 70, 71, 76–77, 96 **Unit 10:** 121, 137, 148, 154–155, 197, 198–199, 224, 228–229 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *Working Together* (C/3), *Helping Friends* (C/4), *Leaders Can Help* (D/5), *Rules at School* (E/7), *Doing Jobs Together* (E/8), *Helping Animals* (E/8), *We Have Rules* (F/9), *Rules* (F/10) **Unit 3:** *Ducklings Grow Up* (D/5), *A Seed Needs Help* (E/8), *Penguins in Antarctica* (E/8), *Watch a Frog Grow* (F/9), *How Does a Cactus Grow?* (G/11) **Unit 5:** *Communication Then and Now* (E/7), *People Who Use Magnets at Work* (E/8), *Jacques Cousteau* (G/11), *Water Works* (G/12), *Communication* (H/13) **Unit 7:** *My Time Box* (G/11), *Matthew Henson* (G/12), *Writing About America* (H/13), *Great People Make America Great* (H/13), *A Seat on the Bus* (I/15) **Unit 8:** *Predicting the Weather* (G/11), *The Sun and the Seasons* (J/18) **Unit 9:** *Providing Services* (G/12), *Dollars and Cents* (H/14), *Peaches All the Time* (I/16) **Unit 10:** *Heat* (G/11), *Sounds* (G/12), *Life in the City* (H/13), *Around the World with Music* (H/14), *Our Sun* (I/16) **READER'S THEATER HANDBOOK: Unit 8:** 95

RI.1.2	Identify the main topic and retell key details of a text.	**TEACHER RESOURCE SYSTEM: Unit 1:** 21, 43, 44–45, 60–61, 81, 82–83, 89, 98–99 **Unit 3:** 5, 6–7, 14–15, 42, 43, 44–45 **Unit 4:**174 **Unit 5:** 5, 6–7, 43, 81 **Unit 7:** 4, 5, 6–7, 44–45, 50–51, 81, 82–83 **Unit 8:** 136, 137, 159, 160–161, 212 **Unit 9:** 5, 6–7, 21, 44–45 **Unit 10:** 121, 137, 197, 198–199 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *Working Together* (C/3), *Helping Friends* (C/4), *Our Families Help* (C/4), *Leaders Can Help* (D/5), *The School Day* (D/5), *Vote!* (D/6), *Rules at School* (E/7), *Doing Jobs Together* (E/8), *Helping Animals* (E/8), *We Have Rules* (F/9), *Rules* (F/10) **Unit 3:** *Ducklings Grow Up* (D/5), *Every Tree Has a Life Cycle* (D/6), *A Seed Needs Help* (E/8), *Penguins in Antarctica* (E/8), *Watch a Frog Grow* (F/9), *How Does a Cactus Grow?* (G/11), *Watch a Butterfly Grow* (H/13) **Unit 5:** *Communication Then and Now* (E/7), *People Who Use Magnets at Work* (E/8), *Build Your Own Library* (F/9), *What Pushes? What Pulls?* (F/10), *Ellen Ochoa* (F/10), *Jacques Cousteau* (G/11), *Water Works* (G/12), *Wind* (G/12), *Technology Today* (G/12), *Communication* (H/13), *Make a Sundial* (H/14) **Unit 7:** *Then and Now* (F/10) *Famous Landmarks* (F/10), *Growing Older* (G/11), *My Time Box* (G/11), *Matthew Henson* (G/12), *Writing About America* (H/13), *Early American Portrait Artists* (H/13), *Clothes Long Ago* (I/15), *A Seat on the Bus* (I/15) **Unit 8:** *Summer to Fall* (F/10), *Predicting the Weather* (G/11), *Thunderstorms Are the Best Storms* (I/16), *Storms* (I/16), *The Sun and the Seasons* (J/18) **Unit 9:** *What Are Goods?* (G/11), *Providing Services* (G/12), *Dollars and Cents* (H/14), *From Farm to Table* (I/15), *Peaches All the Time* (I/16), *Using Resources to Build* (I/16), *Firefighters Need Our Support* (J/18), *Clothes Then and Now* (K/20) **Unit 10:** *Light* (F/10), *Heat* (G/11), *Sounds* (G/12), *Life in the City* (H/13), *Around the World with Music* (H/14), *Carver and Edison: Two American Inventors* (I/15), *Electricity Makes the World Better* (I/15), *Our Sun* (I/16), *Looking Into Space* (I/16), *Benjamin Franklin* (J/18), *Color* (L/24)
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	**TEACHER RESOURCE SYSTEM: Unit 1:** 28–29, 90–91 **Unit 3:** 14–15, 42, 52–53 **Unit 4:** 182–183 **Unit 5:** 42, 52–53 **Unit 7:** 22–23, 90–91 **Unit 8:** 144–145, 182–183, 196 **Unit 9:** 6–7, 14–15, 60–61, 66–67, 71 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *Our Families Help* (C/4), *The School Day* (D/5), *Rules at School* (E/7) **Unit 3:** *Every Tree Has a Life Cycle* (D/6), *Watch a Frog Grow* (F/9), *Watch a Butterfly Grow* (H/13) **Unit 5:** *Communication Then and Now* (E/7), *Farther and Faster* (F/9), *Build Your Own Libr+C33ary* (F/9), *Ellen Ochoa* (F/10), *Water Works* (G/12), *Wind* (G/12), *Technology Today* (G/12), *Communication* (H/13), *Make a Sundial* (H/14) **Unit 7:** *Then and Now* (F/10), *Famous Landmarks* (F/10), *Growing Older* (G/11), *Matthew Henson* (G/12), *Writing About America* (H/13), *Great People Make America Great* (H/13), *Early American Portrait Artists* (H/13), *Clothes Long Ago* (I/15) **Unit 8:** *Summer to Fall* (F/10), *Predicting the Weather* (G/11), *Thunderstorms Are the Best Storms* (I/16), *Storms* (I/16), *The Sun and the Seasons* (J/18) **Unit 9:** *What Are Goods?* (G/11), *From Farm to Table* (I/15), *How I Started a Clothing Drive* (I/15), *Using Resources to Build* (I/16), *Clothes Then and Now* (K/20) **Unit 10:** *Sounds* (G/12), *Life in the City* (H/13), *Electricity Makes the World Better* (I/15), *Color* (L/24)
Craft and Structure		**Benchmark Advance**
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (See grade 1 Language standards 4–6 for additional expectations.) CA	**TEACHER RESOURCE SYSTEM: Unit 1:** 4, 6–7, 16–17, 22, 59 **Unit 7:** 59, 97 **Unit 8:** 175 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *Our Families Help* (C/4), *Doing Jobs Together* (E/8), *We Have Rules* (F/9), *Rules* (F/10) **Unit 2:** *A Tug of War* (C/3) **Unit 3:** *Ducklings Grow Up* (D/5), *Every Tree Has a Life Cycle* (D/6), *Watch a Frog Grow* (F/9), *How Does a Cactus Grow?* (G/11) **Unit 5:** *People Who Use Magnets at Work* (E/8), *Farther and Faster* (F/9), *Build Your Own Library* (F/9), *What Pushes? What Pulls?* (F/10), *Ellen Ochoa* (F/10), *Jacques Cousteau* (G/11), *Water Works* (G/12), *Wind* (G/12), *Technology Today* (G/12), *Communication* (H/13), *Make a Sundial* (H/14) **Unit 7:** *Then and Now* (F/10), *Famous Landmarks* (F/10), *Growing Older* (G/11), *My Time Box* (G/11), *Matthew Henson* (G/12), *Writing About America* (H/13), *Great People Make America Great* (H/13), *Early American Portrait Artists* (H/13), *Clothes Long Ago* (I/15), *A Seat on the Bus* (I/15) **Unit 8:** *Summer to Fall* (F/10), *Predicting the Weather* (G/11), *The Courageous Soldier* (G/12), *Thunderstorms Are the Best Storms* (I/16), *Storms* (I/16), *The Sun and the Seasons* (J/18) **Unit 9:** *What Are Goods?* (G/11), *From Farm to Table* (I/15), *How I Started a Clothing Drive* (I/15), *Using Resources to Build* (I/16), *Firefighters Need Our Support* (J/18), *Clothes Then and Now* (K/20) **Unit 10:** *Light* (F/10), *Heat* (G/11), *Sounds* (G/12), *Life in the City* (H/13), *Around the World with Music* (H/14), *Carver and Edison: Two American Inventors* (I/15), *Electricity Makes the World Better* (I/15), *Our Sun* (I/16), *Looking Into Space* (I/16), *Benjamin Franklin* (J/18)

RI.1.5	Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. CA	**TEACHER RESOURCE SYSTEM: Unit 1:** 28–29, 66–67, 90–91 **Unit 3:** 51, 60–61, 62–63, 66–67 **Unit 7:** 6–7, 13, 21, 22–23, 29, 34–35, 43, 44–45, 52–53, 60–61, 72–73, 81, 82–83, 89 **Unit 8:** 137, 160–161, 168–169 **Unit 9:** 6–7, 21, 22–23, 44–45**Unit 10:** 198–199, 206–207 **LEVELED TEXT TEACHER'S GUIDES: Unit 5:** *Make a Sundial* (H/14) **Unit 7:** *Growing Older* (G/11), *My Time Box* (G/11) **Unit 8:** *Thunderstorms Are the Best Storms* (I/16), *The Sun and the Seasons* (J/18) **Unit 9:** *Using Resources to Build* (I/16), *Clothes Then and Now* (K/20) **Unit 10:** *Carver and Edison: Two American Inventors* (I/15), *Benjamin Franklin* (J/18)
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	**TEACHER RESOURCE SYSTEM: Unit 7:** 52–53, 66–67, 98–99 **Unit 8:** 138, 176–177 **Unit 10:** 138–139 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *Working Together* (C/3), *Our Families Help* (C/4) **Unit 3:** *A Seed Needs Help* (E/8) **Unit 5:** *People Who Use Magnets at Work* (E/8), *Farther and Faster* (F/9), *Build Your Own Library* (F/9), *What Pushes? What Pulls?* (F/10), *Ellen Ochoa* (F/10), *Jacques Cousteau* (G/11), *Water Works* (G/12) **Unit 7:** *Great People Make America Great* (H/13), *Early American Portrait Artists* (H/13), *A Seat on the Bus* (I/15) **Unit 8:** *Storms* (I/16) **Unit 9:** *What Are Goods?* (G/11), *Providing Services* (G/12), *Dollars and Cents* (H/14), *From Farm to Table* (I/15), *Peaches All the Time* (I/16) **Unit 10:** *Looking Into Space* (I/16)
Integration of Knowledge and Ideas		**Benchmark Advance**
RI.1.7	Use the illustrations and details in a text to describe its key ideas.	**TEACHER RESOURCE SYSTEM: Unit 1:** 23, 52–53, 89 **Unit 3:** 66–67 **Unit 5:** 6–7, 14–15, 42, 60–61 **Unit 7:** 14–15, 98–99 **Unit 9:** 22–23, 44–45 **Unit 10:** 138–139, 196, 214–215 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *We Have Rules* (F/9) **Unit 5:** *Wind* (G/12) **Unit 7:** *Then and Now* (F/10), *Famous Landmarks* (F/10) **Unit 8:** *Summer to Fall* (F/10), *Predicting the Weather* (G/11) **Unit 9:** *How I Started a Clothing Drive* (I/15), *Firefighters Need Our Support* (J/18) **Unit 10:** *Light* (F/10), *Heat* (G/11), *Carver and Edison: Two American Inventors* (I/15), *Our Sun* (I/16), *Benjamin Franklin* (J/18), *Color* (L/24)
RI.1.8	Identify the reasons an author gives to support points in a text.	**TEACHER RESOURCE SYSTEM: Unit 1:** 14–15, 60–61, 98–99 **Unit 9:** 22–23, 28, 52–53 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *Helping Friends* (C/4), *Leaders Can Help* (D/5), *Vote!* (D/6), *Rules* (F/10) **Unit 7:** *Great People Make America Great* (H/13) **Unit 9:** *Firefighters Need Our Support* (J/18) **Unit 10:** *Electricity Makes the World Better* (I/15)
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	**TEACHER RESOURCE SYSTEM: Unit 1:** 34–35, 36–37, 72–73, 76–77, 104–105 **Unit 3:** 34–35, 104–105 **Unit 5:** 34–35, 72–73, 104–105 **Unit 7:** 34–35, 72–73, 104–105, 106–107, 109 **Unit 9:** 34–35, 72–73 **Unit 10:** 150–151 **READER'S THEATER HANDBOOK: Unit 1:** 19 **Unit 2:** 31 **Unit 6:** 79
Range of Reading and Level of Text Complexity		**Benchmark Advance**
RI.1.10	With prompting and support, read informational	
RI.1.10a	**Activate prior knowledge related to the information and events in a text. CA**	**TEACHER RESOURCE SYSTEM: Unit 1:** 21, 43, 44–45, 81, 82–83 **Unit 3:** 5, 6–7, 43, 44–45, 59, 70, 76–77 **Unit 4:**174 **Unit 5:** 5, 6–7, 43, 44–45, 81 **Unit 7:** 6–7, 20, 21, 32, 38–39, 43, 44–45, 50–51, 81, 82–83 **Unit 8:** 136, 137, 159, 160–161, 212 **Unit 9:** 5, 6–7, 21, 44–45 **Unit 10:** 121, 137, 198–199, 224
RI.1.10b	**Confirm predictions about what will happen next in a text. CA**	**TEACHER RESOURCE SYSTEM: Unit 1:** 21, 43, 44–45, 81, 82–83 **Unit 3:** 5, 6–7, 43, 44–45, 70, 76–77 **Unit 4:** 174 **Unit 5:** 5, 6–7, 43, 44–45, 81 **Unit 7:** 6–7, 20, 21, 32, 38–39, 43, 44–45, 50–51, 81, 82–83 **Unit 8:** 136, 137, 159, 160–161, 212 **Unit 9:** 5, 6–7, 21, 43, 44–45 **Unit 10:** 121, 137, 198–199, 224
Reading Standards: Foundational Skills		
Print Concepts		**Benchmark Advance**
RF.1.1	Demonstrate understanding of the organization and basic features of print.	

RF.1.1a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	**TEACHER RESOURCE SYSTEM: Unit 1:** 6–7, 8–9, 16–17, 24–25, 30–31, 36–37, 44–45, 46–47, 54–55, 62–63, 68–69, 82–83, 84–85, 89, 92–93, 100–101, 106–107 **Unit 2:** 121, 124–125, 128, 132–133, 136, 140–141, 143, 146–147, 149, 152–153, 159, 162–163, 166, 170–171, 174, 178–179, 181, 184–185, 187, 197, 198–199, 200–201, 204, 208–209, 212, 216–217, 219, 222–223, 225 **Unit 3:** 5, 8–9, 16–17, 20, 24–25, 27, 30–31, 33, 36–37, 43, 46–47, 54–55, 58, 65, 68–69, 81, 84–85, 92–93, 96, 100–101, 103, 106–107 **Unit 4:** 121, 122–123, 124–125, 130–131, 132–133, 137, 140–141, 146–147, 152–153, 159, 160–161, 162–163, 170–171, 178–179, 184–185, 197, 198–199, 200–201, 208–209, 222–223 **Unit 5:** 5, 8–9, 16–17, 30–31, 36–37, 42, 46–47, 48–49, 54–55, 62–63, 66–67, 81, 82–83, 84–85, 92–93, 100–101, 106–107 **Unit 6:** 121, 122–123, 124–125, 128, 132–133, 136, 140–141, 143, 146–147, 149, 152–153, 159, 160–161, 162–163, 166, 174, 178–179, 180, 181, 184–185, 187, 190–191, 197, 198–199, 200–201, 204, 208–209, 212, 216–217, 219, 222–223, 225, 226–227 **Unit 7:** 5, 6–7, 12, 16–17, 20, 24–25, 27, 29, 30–31, 34–35, 36–37, 44–45, 46–47, 50–51, 52–53, 54–55, 58, 60–61, 62–63, 65, 68–69, 71, 81, 82–83, 84–85, 88, 92–93, 96, 100–101, 103, 106–107, 109 **Unit 8:** 121, 122–123, 124–125, 128, 130–131, 132–133, 136, 137, 140–141, 143, 146–147, 149, 150–151, 152–153, 159, 160–161, 162–163, 166, 168–169, 170–171, 174, 178–179, 181, 184–185, 187, 197, 198–199, 200–201, 204, 206–207, 208–209, 212, 216–217, 219, 222–223, 225 **Unit 9:** 8–9, 16–17, 21, 24–25, 30–31, 34–35, 36–37, 43, 46–47, 50, 54–55, 58, 62–63, 65, 68–69, 71, 72–73, 81, 82–83, 84–85, 88, 92–93, 96, 100–101, 106–107, 109, 110–111 **Unit 10:** 122–123, 124–125, 132–133, 140–141, 146–147, 152–153, 162–163, 170–171, 178–179, 184–185, 190–191, 197, 198–199, 200–201, 208–209, 216–217, 222–223 **LEVELED TEXT TEACHER'S GUIDES: Unit 9:** *What Are Goods?* (G/11) **READER'S THEATER HANDBOOK: Unit 1:** 10–11, 12–13 **Unit 2:** 21, 22, 24–25 **Unit 3:** 33, 34–35, 36–37 **Unit 4:** 45, 46–47, 48–49 **Unit 5:** 57, 58–59, 60–61 **Unit 6:** 69, 70–71, 72 **Unit 7:** 81, 82–83, 84–85 **Unit 8:** 93, 94, 96–97 **Unit 9:** 105, 106–107, 108–109 **Unit 10:** 117, 118–119, 120–121
Phonological Awareness		**Benchmark Advance**
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
RF.1.2a	Distinguish long from short vowel sounds in spoken single-syllable words.	**TEACHER RESOURCE SYSTEM: Unit 1:** 12–13, 26, 48–49, 50–51, 81, 88, 112–113 **Unit 2:** 121, 128, 159, 174, 181, 197 **Unit 4:** 166 **Unit 5:** 10–11, 26, 38–39, 56–57, 64, 70, 76–77, 88 **Unit 6:** 126–127, 134–135, 142, 148, 154–155, 159, 164–165, 166, 172–173, 186, 192–193, 200–201, 202–203, 204, 210–211, 218, 224, 228–229 **Unit 7:** 10–11, 26, 38–39, 48–49, 56–57, 76–77, 86–87, 94–95, 112–113 **Unit 9:** 86–87
RF.1.2b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	**TEACHER RESOURCE SYSTEM: Unit 1:** 10–11, 18–19, 26, 32, 38–39, 56–57, 64, 70, 76–77, 86–87, 94–95, 102, 108, 112–113 **Unit 2:** 126–127, 134–135, 142, 148, 154–155, 164–165, 172–173, 180, 186, 192–193, 202–203, 204, 210–211, 218, 228–229 **Unit 3:** 5, 18–19, 26, 32, 38–39, 43, 48–49, 50, 56–57, 64, 94–95, 102 **Unit 4:** 121, 126–127, 142, 148, 154–155, 164–165, 172–173, 180, 186, 192–193, 202–203, 204, 210–211, 218, 224, 228–229 **Unit 5:** 5, 18–19, 32, 38–39, 86–87, 94–95, 102 **Unit 6:** 134–135, 172–173, 210–211 **Unit 7:** 10–11, 18–19, 26, 32, 38–39, 56–57, 64, 70, 76–77, 94–95, 108, 112–113 **Unit 8:** 126–127, 134–135, 142, 148, 154–155, 164–165, 172–173, 180, 186, 192–193, 202–203, 210–211, 218, 224, 228–229 **Unit 9:** 10–11, 18–19, 32, 38–39, 48–49, 56–57, 70, 76–77, 94–95, 108 **Unit 10:** 126–127, 134–135, 148, 154–155, 164–165, 172–173, 186, 192–193, 202–203, 210–211, 224
RF.1.2c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	**TEACHER RESOURCE SYSTEM: Unit 1:** 5, 10–11, 18–19, 38–39, 48–49, 56–57, 76–77, 86–87, 94–95, 102, 112–113 **Unit 2:** 126–127, 134–135, 142, 154–155, 164–165, 172–173, 180, 192–193, 202–203, 210–211, 218, 228–229 **Unit 3:** 10–11, 12, 18–19, 26, 38–39, 48–49, 56–57, 64, 70, 76–77, 86–87, 94–95, 112–113 **Unit 4:** 126–127, 134–135, 142, 164–165, 172–173, 180, 202–203, 210–211, 218 **Unit 5:** 10–11, 26, 38–39, 43, 48–49, 64, 76–77, 86–87, 94–95, 102 **Unit 6:** 121, 126–127, 128, 142, 154–155, 159, 164–165, 180, 192–193, 202–203, 218 **Unit 7:** 10–11, 18–19, 26, 48–49, 56–57, 76–77, 86–87, 94–95, 102, 112–113 **Unit 8:** 126–127, 128, 134–135, 142, 148, 159, 164–165, 166, 172–173, 180, 181, 197, 202–203, 204, 210–211, 218, 224 **Unit 9:** 5, 10–11, 12, 18–19, 38–39, 43, 48–49, 50, 56–57, 58, 64, 65, 76–77, 81, 86–87, 88, 94–95, 96, 102, 112–113 **Unit 10:** 126–127, 134–135, 154–155, 164–165, 172–173, 180, 192–193, 202–203, 210–211, 218, 228–229
RF.1.2d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	**TEACHER RESOURCE SYSTEM: Unit 1:** 26, 38–39, 64, 76–77, 112–113 **Unit 2:** 142, 192–193, 218, 228–229 **Unit 3:** 70, 76–77, 112–113 **Unit 4:** 134–135, 154–155, 192–193, 228–229 **Unit 5:** 112–113 **Unit 6:** 228–229 **Unit 7:** 64, 102 **Unit 8:** 154–155, 192–193, 228–229 **Unit 9:** 10–11, 26, 76–77, 102, 112–113 **Unit 10:** 142, 180
Phonics and Word Recognition		**Benchmark Advance**
RF.1.3	Know and apply grade-level phonics and word	
RF.1.3a	Know the spelling-sound correspondences for common consonant digraphs.	**TEACHER RESOURCE SYSTEM: Unit 4:** 126–127, 128, 142, 148, 154–155, 159, 164–165, 180, 186, 192–193, 197, 228–229 **Unit 10:** 128, 197

RF.1.3b	Decode regularly spelled one-syllable words.	**TEACHER RESOURCE SYSTEM: Unit 1:** 10–11, 18–19, 26, 32, 38–39, 48–49, 56–57, 64, 70, 76–77, 86–87, 94–95, 102, 108, 112–113 **Unit 2:** 126–127, 134–135, 142, 148, 154–155, 164–165, 172–173, 180, 186, 192–193, 202–203, 210–211, 218, 224 **Unit 3:** 10–11, 18–19, 26, 32, 38–39, 48–49, 56–57, 64, 70, 76–77, 86–87, 94–95, 102, 108, 112–113 **Unit 4:** 126–127, 134–135, 142, 148, 154–155, 172–173, 180, 186, 192–193, 202–203, 210–211, 218, 224, 228–229 **Unit 5:** 10–11, 18–19, 26, 32, 38–39, 48–49, 56–57, 64, 70, 76–77, 86–87, 94–95, 102, 108, 112–113 **Unit 6:** 126–127, 134–135, 142, 148, 154–155, 164–165, 172–173, 180, 186, 192–193, 202–203, 210–211, 218, 224, 228–229 **Unit 7:** 10–11, 18–19, 26, 38–39, 48–49, 56–57, 64, 70, 76–77, 86–87, 94–95, 102, 108, 112–113 **Unit 8:** 126–127, 134–135, 142, 148, 154–155, 164–165, 172–173, 180, 186, 192–193, 202–203, 210–211, 218, 224, 228–229 **Unit 9:** 10–11, 18–19, 26, 32, 38–39, 48–49, 56–57, 64, 70, 76–77, 86–87, 94–95, 102, 108, 112–113 **Unit 10:** 126–127, 134–135, 142, 148, 154–155, 164–165, 172–173, 180, 186, 192–193, 202–203, 210–211, 218, 224, 228–229
RF.1.3c	Know final -e and common vowel team conventions for representing long vowel sounds.	**TEACHER RESOURCE SYSTEM: Unit 3:** 12 **Unit 5:** 12, 18–19, 26, 32, 38–39, 48–49, 50, 56–57, 64, 70, 76–77, 81, 94–95, 112–113 **Unit 6:** 126–127, 128, 142, 148, 154–155, 164–165, 166, 172–173, 180, 186, 192–193, 202–203, 210–211, 218, 224, 228–229 **Unit 7:** 5, 12, 43, 50–51, 81, 86–87, 88, 94–95, 102, 103, 108, 112–113 **Unit 8:** 121 **Unit 10:** 121, 204 **READER'S THEATER HANDBOOK: Unit 4:** 45, 46–47, 48–49 **Unit 5:** 57, 58–59, 60–61 **Unit 9:** 105, 106–107, 108–109 **Unit 10:** 117, 118–119, 120–121
RF.1.3d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	**TEACHER RESOURCE SYSTEM: Unit 4:** 172–173, 192–193 **Unit 6:** 134–135 **Unit 7:** 94–95, 112–113 **Unit 8:** 154–155, 192–193, 210–211, 228–229 **Unit 9:** 18–19, 38–39, 56–57, 76–77, 94–95, 112–113 **Unit 10:** 172–173, 192–193, 210–211, 228–229
RF.1.3e	Decode two-syllable words following basic patterns by breaking the words into syllables.	**TEACHER RESOURCE SYSTEM: Unit 4:** 172–173, 186, 192–193, 224 **Unit 6:** 134–135, 154–155 **Unit 7:** 94–95, 112–113 **Unit 8:** 134–135, 154–155, 210–211, 228–229 **Unit 9:** 18–19, 38–39, 56–57, 76–77, 94–95, 112–113 **Unit 10:** 172–173, 192–193, 210–211, 228–229
RF.1.3f	Read words with inflectional endings.	**TEACHER RESOURCE SYSTEM: Unit 2:** 172–173, 192–193 **Unit 6:** 172–173, 192–193, 210–211, 228–229 **Unit 9:** 18–19, 38–39 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *We Have Rules* (F/9) **Unit 7:** *My Time Box* (G/11), *Writing About America* (H/13) **Unit 9:** *The Farm Stand Mystery* (H/14), *Using Resources to Build* (I/16)
RF.1.3g	Recognize and read grade-appropriate irregularly spelled words.	**TEACHER RESOURCE SYSTEM: Unit 1:** 10–11, 12–13, 18–19, 26, 32, 38–39, 48–49, 50–51, 56–57, 64, 65, 70, 76–77, 86–87, 88, 94–95, 102, 108, 112–113 **Unit 2:** 126–127, 128, 134–135, 142, 148, 154–155, 164–165, 166, 172–173, 180, 186, 192–193, 202–203, 204, 210–211, 218, 224, 228–229 **Unit 3:** 10–11, 12, 18–19, 26, 32, 38–39, 48–49, 50, 56–57, 64, 70, 76–77, 86–87, 88, 94–95, 102, 108, 112–113 **Unit 4:** 126–127, 128, 134–135, 142,148, 154–155, 164–165, 166, 172–173, 180, 186, 192–193, 202–203, 204, 210–211, 218, 224, 228–229 **Unit 5:** 5, 12, 18–19, 26, 32, 38–39, 48–49, 50, 56–57, 64, 70, 76–77, 81, 86–87, 88, 94–95, 102, 108, 112–113 **Unit 6:** 126–127, 128, 134–135, 142, 148, 154–155, 159, 164–165, 166, 172–173, 174, 180, 186, 192–193, 202–203, 204, 210–211, 212, 218, 224, 228–229 **Unit 7:** 10–11, 12, 18–19, 26, 32, 38–39, 48–49, 50–51, 56–57, 64, 70, 76–77, 86–87, 88, 94–95, 102, 108, 112–113 **Unit 8:** 126–127, 128, 134–135, 138, 142, 148, 154–155, 164–165, 166, 172–173, 180, 186, 192–193, 202–203, 204, 210–211, 218, 224, 228–229 **Unit 9:** 10–11, 12, 18–19, 26, 32, 38–39, 48–49, 56–57, 64, 70, 76–77, 86–87, 94–95, 102, 108, 112–113 **Unit 10:** 126–127, 128, 134–135, 142, 148, 154–155, 164–165, 166, 172–173, 180, 186, 192–193, 202–203, 204, 210–211, 218, 224, 228–229
Fluency		**Benchmark Advance**
RF.1.4	Read with sufficient accuracy and fluency to support	

RF.1.4a	Read on-level text with purpose and understanding.	**TEACHER RESOURCE SYSTEM: Unit 1:** 5, 12–13, 20, 27, 32, 33, 38–39, 43, 50–51, 58, 65, 70, 71, 76–77, 81, 88, 89, 96–97, 103, 108, 109, 112–113 **Unit 2:** 121, 128, 136, 143, 148, 149, 154–155, 159, 166, 174, 181, 186, 187, 192–193, 197, 204, 212, 219, 225, 228–229 **Unit 3:** 5, 12, 20, 27, 32, 33, 36–37, 38–39, 43, 50, 58, 65, 70, 71, 76–77, 81, 88, 96, 103, 108, 109, 112–113 **Unit 4:** 121, 128, 136, 143, 148, 149, 154–155, 159, 166, 174, 181, 186, 187, 192–193, 197, 204, 212, 219, 224, 225, 228–229 **Unit 5:** 5, 12, 20, 27, 32, 33, 38–39, 43, 50, 58, 65, 70, 71, 76–77, 80, 88, 96, 103, 108, 109, 112–113 **Unit 6:** 121, 128, 136, 143, 148, 149, 154–155, 159, 166, 170–171, 174, 181, 186, 187, 192–193, 197, 204, 212, 219, 225, 228–229 **Unit 7:** 5, 8–9, 12, 20, 27, 32, 33, 38–39, 43, 50–51, 58, 65, 70, 71, 76–77, 81, 88, 96, 103, 108, 109, 112–113 **Unit 8:** 121, 128, 136, 143, 149, 154–155, 159, 166, 174, 181, 187, 192–193, 197, 204, 212, 219, 225, 228–229 **Unit 9:** 5, 12, 20, 27, 32, 33, 38–39, 43, 50, 58, 65, 70, 71, 76–77, 81, 88, 96, 108, 109, 112–113 **Unit 10:** 121, 128, 136, 143, 148, 149, 154–155, 159, 166, 174, 181, 186, 187, 192–193, 197, 204, 212, 219, 224, 225, 228–229 **READER'S THEATER HANDBOOK: Unit 1:** 10, 12–13, 15, 16–17, 18 **Unit 2:** 21, 22–23, 24–25, 27, 28–29, 30–31 **Unit 3:** 33, 34, 35, 37, 39, 40–41, 42–43 **Unit 4:** 45, 46–47, 48–49, 51, 52–53, 54–55 **Unit 5:** 57, 58–59, 60–61, 63, 64–65, 66–67 **Unit 6:** 69, 70–71, 72–73, 75, 76–77, 78–79 **Unit 7:** 81, 82–83, 84–85, 87, 88–89, 90–91 **Unit 8:** 93, 94–95, 96–97, 99, 100–101, 102–103 **Unit 9:** 105, 106–107, 108–109, 111, 112–113, 114–115 **Unit 10:** 117, 118–119, 120–121, 123, 124–125, 126–127
RF.1.4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	**TEACHER RESOURCE SYSTEM: Unit 1:** 5, 12–13, 20, 27, 33, 38–39, 43, 50–51, 58, 65, 71, 76–77, 81, 88, 89, 96–97, 103, 109, 112–113 **Unit 2:** 121, 128, 136, 143, 149, 154–155, 159, 166, 174, 181, 187, 192–193, 197, 204, 212, 219, 225, 228–229 **Unit 3:** 5, 12, 20, 27, 33, 36–37, 38–39, 43, 50, 58, 65, 70, 71, 76–77, 81, 88, 96, 103, 109, 112–113 **Unit 4:** 121, 128, 136, 143, 149, 154–155, 159, 166, 174, 181, 187, 192–193, 197, 204, 212, 219, 225, 228–229 **Unit 5:** 5, 12, 20, 27, 33, 38–39, 43, 50, 58, 65, 71, 76–77, 80, 88, 96, 103, 109, 112–113 **Unit 6:** 121, 128, 136, 143, 149, 154–155, 159, 166, 174, 181, 187, 192–193, 197, 204, 212, 219, 225, 228–229 **Unit 7:** 5, 12, 20, 27, 33, 38–39, 43, 50–51, 58, 65, 71, 76–77, 81, 88, 96, 103, 109, 112–113 **Unit 8:** 121, 128, 136, 143, 149, 154–155, 159, 166, 174, 181, 187, 192–193, 197, 204, 212, 219, 225, 228–229 **Unit 9:** 5, 12, 20, 27, 33, 38–39, 43, 50, 58, 65, 71, 76–77, 81, 88, 96, 109, 112–113 **Unit 10:** 121, 128, 136, 143, 149, 154–155, 159, 166, 174, 181, 187, 192–193, 197, 204, 212, 219, 225, 228–229 **READER'S THEATER HANDBOOK: Unit 1:** 9, 15, 16–17, 18 **Unit 2:** 21, 22–23, 24–25, 27, 28–29, 30–31 **Unit 3:** 34–35, 36, 39, 40–41, 42–43 **Unit 4:** 51, 52–53, 54–55 **Unit 5:** 63, 64–65, 66–67 **Unit 6:** 69, 70–71, 72–73, 75, 76–77, 78–79 **Unit 7:** 81, 82–83, 84–85, 87, 88–89, 90–91 **Unit 8:** 93, 94–95, 96–97, 99, 100–101, 102–103 **Unit 9:** 111, 112–113, 114–115 **Unit 10:** 123, 124–125, 126–127
RF.1.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**TEACHER RESOURCE SYSTEM: Unit 1:** 22, 59, 89 **Unit 2:** 128, 143, 159, 166, 174, 181, 187, 197, 204, 219 **Unit 3:** 12, 43, 50, 58, 65, 71, 88, 109 **Unit 4:** 128, 159, 166, 174, 175, 181, 187, 204, 213, 219 **Unit 5:** 12, 27, 33, 43, 50, 58, 65, 71, 88, 96, 103 **Unit 6:** 129, 159, 166, 174, 175, 181, 204 **Unit 7:** 50–51, 65, 71 **Unit 8:** 159, 166, 174, 175, 181, 187 **Unit 10:** 128, 144, 159, 166, 174, 175, 181, 187, 205, 219 **READER'S THEATER HANDBOOK: Unit 1:** 15, 16–17, 18, 27, 28–29 **Unit 3:** 39, 40–41, 42–43 **Unit 4:** 51, 52–53, 54–55 **Unit 5:** 63, 64–65, 66–67 **Unit 6:** 69, 70–71, 72–73, 75, 76–77, 78–79 **Unit 7:** 81, 82–83, 84–85, 87, 88–89, 90–91 **Unit 8:** 93, 94–95, 96–97, 99, 100–101, 102–103 **Unit 9:** 111, 112–113, 114–115 **Unit 10:** 123, 124–125, 126–127
Writing Standards		
Types and Purposes		**Benchmark Advance**
W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	**TEACHER RESOURCE SYSTEM: Unit 1:** 84–85, 92–93 **Unit 2:** 152–153, 170–171, 222–223 **Unit 3:** 30–31, 62–63, 106–107 **Unit 4:** 152–153, 184–185, 222–223 **Unit 5:** 16–17, 68–69, 106–107 **Unit 6:** 124–125, 178–179, 208–209, 222–223 **Unit 7:** 36–37, 92–93 **Unit 8:** 222–223 **Unit 9:** 62–63, 110–111 **Unit 10:** 132–133, 152–153, 184–185, 222–223

W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	**TEACHER RESOURCE SYSTEM: Unit 1:** 8–9, 16–17, 30–31, 36–37, 46–47, 68–69, 74–75, 106–107, 110–111 **Unit 2:** 124–125, 132–133, 162–163, 190–191, 200–201, 208–209, 226–227 **Unit 3:** 8–9, 24–25, 36–37, 46–47, 74–75, 84–85, 110–111, 124–125, 140–141, 162–163, 178–179, 190–191, 200–201, 216–217, 226–227 **Unit 5:** 8–9, 30–31, 36–37, 54–55, 74–75, 84–85, 92–93, 110–111, 140–141, 152–153, 162–163, 200–201, 226–227 **Unit 7:** 8–9, 24–25, 30–31, 46–47, 54–55, 62–63, 68–69, 74–75, 84–85, 106–107, 110–111 **Unit 8:** 124–125, 132–133, 140–141, 162–163, 170–171, 178–179, 190–191, 200–201, 208–209, 216–217, 226–227 **Unit 9:** 8–9, 16–17, 24–25, 36–37, 46–47, 74–75, 84–85, 106–107 **Unit 10:** 124–125, 140–141, 162–163, 178–179, 190–191, 200–201, 208–209, 226–227
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	**TEACHER RESOURCE SYSTEM: Unit 1:** 24–25, 54–55, 62–63, 100–101 **Unit 2:** 140–141, 146–147, 178–179, 184–185, 216–217 **Unit 3:** 16–17, 54–55, 68–69, 92–93, 100–101 **Unit 4:** 132–133, 146–147, 170–171, 208–209 **Unit 5:** 62–63, 100–101 **Unit 6:**132–133, 146–147, 170–171, 184–185, 190–191, 216–217 **Unit 7:** 16–17, 100–101 **Unit 8:** 146–147, 152–153, 184–185 **Unit 9:** 92–93, 100–101 **Unit 10:** 146–147, 170–171, 216–217
Production and Distribution of Writing		**Benchmark Advance**
W.1.4	(Begins in grade 2) CA	
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	**TEACHER RESOURCE SYSTEM: Unit 1:** 110–111 **Unit 2:** 226–227 **Unit 3:** 110–111 **Unit 4:** 226–227 **Unit 5:** 110–111 **Unit 6:** 226–227 **Unit 7:** 110–111 **Unit 8:** 226–227 **Unit 9:** 110–111 **Unit 10:** 226–227
W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	**TEACHER RESOURCE SYSTEM: Unit 1:** 114–115 **Unit 2:** 230–231 **Unit 3:** 114–115 **Unit 4:** 230–231 **Unit 5:** 114–115 **Unit 6:** 230–231 **Unit 7:** 114–115 **Unit 8:** 230–231 **Unit 9:** 114–115 **Unit 10:** 230–231
Research to Build and Present Knowledge		**Benchmark Advance**
W.1.7	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	**TEACHER RESOURCE SYSTEM: Unit 1:** 8–9, 16–17, 24–25, 30–31, 36–37, 46–47, 54–55, 62–63, 68–69, 74–75, 84–85, 92–93, 100–101, 106–107, 110–111, 114–115 **Unit 2:** 124–125, 132–133, 140–141, 146–147, 152–153, 162–163, 170–171, 178–179, 184–185, 190–191, 200–201, 208–209, 216–217, 222–223, 226–227, 230–231 **Unit 3:** 8–9, 16–17, 24–25, 30–31, 36–37, 46–47, 54–55, 62–63, 68–69, 74–75, 84–85, 92–93, 100–101, 106–107, 110–111, 114–115 **Unit 4:** 124–125, 132–133, 140–141, 146–147, 152–153, 162–163, 170–171, 178–179, 184–185, 190–191, 200–201, 208–209, 216–217, 222–223, 230–231 **Unit 5:** 8–9, 16–17, 30–31, 36–37, 46–47, 62–63, 68–69, 74–75, 84–85, 92–93, 106–107, 110–111, 114–115 **Unit 6:** 124–125, 132–133, 140–141, 146–147, 152–153, 162–163, 170–171, 178–179, 184–185, 190–191, 200–201, 208–209, 216–217, 222–223, 226–227, 230–231 **Unit 7:** 8–9, 16–17, 24–25, 30–31, 36–37, 46–47, 54–55, 62–63, 68–69, 74–75, 84–85, 92–93, 100–101, 106–107, 110–111, 114–115 **Unit 8:** 124–125, 132–133, 140–141, 146–147, 152–153, 162–163, 170–171, 178–179, 184–185, 190–191, 200–201, 208–209, 222–223, 226–227, 230–231 **Unit 9:** 8–9, 16–17, 24–25, 30–31, 36–37, 68–69, 74–75, 110–111, 114–115 **Unit 10:** 124–125, 132–133, 140–141, 146–147, 152–153, 162–163, 170–171, 178–179, 184–185, 190–191, 200–201, 208–209, 216–217, 222–223, 226–227, 230–231
W.1.9	(Begins in grade 4)	
Range of Writing		**Benchmark Advance**
W.1.10	(Begins in grade 2) CA	
Speaking and Listening Standards		
Comprehension and Collaboration		**Benchmark Advance**

SL.1.1	Participate in collaborative conversations with	
SL.1.1a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	**TEACHER RESOURCE SYSTEM: Unit 1:** 5, 20, 30–31, 36–37, 42, 44–45, 46–47, 54–55, 62–63, 68–69, 74–75, 80, 82–83, 84–85, 89, 92–93, 96–97, 100–101, 104–105, 106–107, 114–115 **Unit 2:** 120, 121, 122–123, 124–125, 132–133, 136, 137, 140–141, 146–147, 150–151, 152–153, 158, 159, 160–161, 162–163, 170–171, 174, 178–179, 181, 184–185, 188–189, 190–191, 196, 198–199, 200–201, 208–209, 216–217, 220–221, 222–223, 226–227 **Unit 3:** 4, 6–7, 8–9, 16–17, 20, 21, 24–25, 30–31, 36–37, 44–45, 46–47, 54–55, 74–75, 82–83, 84–85, 89, 92–93, 100–101, 110–111, 114–115 **Unit 4:** 120, 122–123, 124–125, 130–131, 132–133, 136, 137, 140–141, 146–147, 152–153, 159, 160–161, 162–163, 170–171, 178–179, 184–185, 198–199, 200–201, 208–209, 212, 216–217, 220–221, 222–223 **Unit 5:** 4, 5, 6–7, 8–9, 16–17, 20, 21, 30–31, 34–35, 43, 44–45, 46–47, 50, 54–55, 58, 62–63, 68–69, 72–73, 81, 82–83, 84–85, 92–93, 96, 100–101, 104–105, 106–107, 110–111, 114–115 **Unit 6:** 120, 122–123, 124–125, 132–133, 140–141, 146–147, 150–151, 152–153, 158, 160–161, 162–163, 178–179, 184–185, 188–189, 190–191, 196, 198–199, 208–209, 212, 216–217, 220–221, 222–223, 230–231 **Unit 7:** 4, 5, 6–7, 8–9, 16–17, 24–25, 29, 30–31, 34–35, 36–37, 42, 44–45, 46–47, 50–51, 52–53, 54–55, 60–61, 62–63, 65, 68–69, 72–73, 74–75, 80, 81, 82–83, 84–85, 88, 92–93, 100–101, 104–105, 106–107, 110–111, 114–115 **Unit 8:** 120, 121, 122–123, 124–125, 128, 130–131, 132–133, 136, 137, 140–141, 143, 146–147, 149, 152–153, 158, 159, 162–163, 166, 168–169, 170–171, 174, 176–177, 178–179, 181, 184–185, 188–189, 190–191, 196, 197, 198–199, 200–201, 204, 208–209, 212, 214–125, 216–217, 219, 220–221, 222–223, 225, 226–227, 230–231 **Unit 9:** 4, 5, 6–7, 8–9, 16–17, 20, 21, 24–25, 28, 30–31, 34–35, 36–37, 42, 44–45, 46–47, 52–53, 54–55, 62–63, 68–69, 72–73, 80, 82–83, 84–85, 92–93, 100–101, 104–105, 106–107, 114–115 **Unit 10:** 120, 121, 122–123, 124–125, 132–133, 137, 140–141, 146–147, 152–153, 158, 159, 160–161, 162–163, 170–171, 174, 178–179, 184–185, 188–189, 190–191, 196, 198–199, 200–201, 208–209, 212, 216–217, 220–221, 222–223, 226–227, 230–231 **READER'S THEATER HANDBOOK: Unit 1:** 13 **Unit 2:** 25 **Unit 3:** 37 **Unit 4:** 49 **Unit 5:** 61 **Unit 6:** 73 **Unit 7:** 85 **Unit 8:** 97 **Unit 9:** 109 **Unit 10:** 121
SL.1.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	**TEACHER RESOURCE SYSTEM: Unit 1:** 6–7, 8–9, 16–17, 24–25, 30–31, 36–37, 42, 44–45, 46–47, 54–55, 62–63, 68–69, 74–75, 80, 82–83, 84–85, 89, 92–93, 96–97, 100–101, 104–105, 106–107, 114–115 **Unit 2:** 120, 121, 122–123, 124–125, 132–133, 136, 137, 140–141, 146–147, 150–151, 152–153, 158, 159, 160–161, 162–163, 170–171, 174, 178–179, 181, 184–185, 188–189, 190–191, 196, 198–199, 200–201, 208–209, 216–217, 220–221, 222–223, 226–227 **Unit 3:** 4, 6–7, 8–9, 16–17, 20, 21, 24–25, 30–31, 36–37, 44–45, 46–47, 54–55, 74–75, 82–83, 84–85, 89, 92–93, 100–101, 110–111, 114–115 **Unit 4:** 120, 122–123, 124–125, 130–131, 132–133, 136, 137, 140–141, 146–147, 152–153, 159, 160–161, 162–163, 170–171, 178–179, 184–185, 198–199, 200–201, 208–209, 212, 216–217, 220–221, 222–223 **Unit 5:** 4, 5, 6–7, 8–9, 16–17, 20, 21, 30–31, 34–35, 43, 44–45, 46–47, 50, 54–55, 58, 62–63, 68–69, 72–73, 81, 82–83, 84–85, 92–93, 96, 100–101, 104–105, 106–107, 110–111, 114–115 **Unit 6:** 120, 122–123, 124–125, 132–133, 140–141, 146–147, 150–151, 152–153, 158, 160–161, 162–163, 178–179, 184–185, 188–189, 190–191, 196, 198–199, 208–209, 213, 216–217, 220–221, 222–223, 230–231 **Unit 7:** 4, 5, 6–7, 8–9, 16–17, 24–25, 29, 30–31, 34–35, 36–37, 42, 44–45, 46–47, 50–51, 52–53, 54–55, 60–61, 62–63, 65, 68–69, 72–73, 74–75, 80, 81, 82–83, 84–85, 88, 92–93, 100–101, 104–105, 106–107, 110–111, 114–115 **Unit 8:** 120, 121, 122–123, 124–125, 128, 130–131, 132–133, 136, 137, 140–141, 143, 146–147, 149, 152–153, 158, 159, 162–163, 166, 168–169, 170–171, 174, 176–177, 178–179, 181, 184–185, 188–189, 190–191, 196, 197, 198–199, 200–201, 204, 206–207, 208–209, 212, 214–215, 216–217, 219, 220–221, 222–223, 225, 226–227, 230–231 **Unit 9:** 4, 5, 6–7, 8–9, 16–17, 20, 21, 24–25, 28, 30–31, 34–35, 36–37, 42, 44–45, 46–47, 52–53, 54–55, 62–63, 68–69, 72–73, 80, 82–83, 84–85, 92–93, 100–101, 104–105, 106–107, 114–115 **Unit 10:** 120, 121, 122–123, 124–125, 132–133, 137, 140–141, 146–147, 152–153, 158, 159, 160–161, 162–163, 170–171, 174, 178–179, 184–185, 188–189, 190–191, 196, 198–199, 200–201, 208–209, 212, 216–217, 220–221, 222–223, 226–227, 230–231 **READER'S THEATER HANDBOOK: Unit 1:** 13 **Unit 2:** 25 **Unit 3:** 37 **Unit 4:** 49 **Unit 5:** 61 **Unit 6:** 73 **Unit 7:** 85 **Unit 8:** 97 **Unit 9:** 109 **Unit 10:** 121

SL.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.	**TEACHER RESOURCE SYSTEM: Unit 1:** 4, 21, 36–37, 44–45, 46–47, 54–55, 62–63, 68–69, 74–75, 82–83, 92–93, 96–97, 100–101, 106–107, 114–115 **Unit 2:** 121, 122–123, 124–125, 132–133, 136, 137, 140–141, 146–147, 150–151, 152–153, 158, 159, 160–161, 162–163, 170–171, 174, 178–179, 181, 184–185, 188–189, 190–191, 196, 198–199, 200–201, 208–209, 216–217, 220–221, 226–227 **Unit 3:** 6–7, 8–9, 16–17, 21, 24–25, 30–31, 36–37, 44–45, 46–47, 54–55, 74–75, 84–85, 89, 92–93, 100–101, 110–111, 114–115 **Unit 4:** 122–123, 124–125, 132–133, 136, 137, 140–141, 146–147, 152–153, 159, 160–161, 162–163, 170–171, 178–179, 184–185, 200–201, 208–209, 212, 216–217, 220–221, 222–223 **Unit 5:** 5, 6–7, 8–9, 16–17, 20, 21, 30–31, 34–35, 43, 44–45, 46–47, 50, 54–55, 58, 62–63, 68–69, 72–73, 81, 82–83, 84–85, 92–93, 96, 100–101, 104–105, 106–107, 110–111, 114–115 **Unit 6:** 122–123, 124–125, 132–133, 140–141, 146–147, 152–153, 158, 160–161, 162–163, 178–179, 184–185, 188–189, 190–191, 196, 198–199, 208–209, 216–217, 220–221, 222–223, 230–231**Unit 7:** 4, 5, 6–7, 8–9, 16–17, 20, 24–25, 30–31, 36–37, 44–45, 46–47, 50–51, 54–55, 62–63, 65, 68–69, 72–73, 74–75, 80, 81, 82–83, 88, 92–93, 100–101, 104–105, 106–107, 110–111, 114–115 **Unit 8:** 121, 122–123, 128, 130–131, 132–133, 136, 137, 140–141, 143, 146–147, 149, 152–153, 158, 159, 166, 168–169, 170–171, 174, 178–179, 181, 184–185, 188–189, 190–191, 196, 197, 198–199, 200–201, 204, 206–207, 208–209, 212, 214–215, 216–217, 219, 220–221, 222–223, 225, 226–227, 230–231 **Unit 9:** 5, 6–7, 8–9, 16–17, 20, 21, 24–25, 30–31, 36–37, 54–55, 82–83, 104–105, 114–115 **Unit 10:** 121, 122–123, 124–125, 132–133, 137, 140–141, 146–147, 152–153, 159, 160–161, 162–163, 170–171, 174, 178–179, 184–185, 188–189, 190–191, 198–199, 200–201, 208–209, 212, 216–217, 220–221, 222–223, 226–227, 230–231 **READER'S THEATER HANDBOOK: Unit 1:** 13 **Unit 2:** 25 **Unit 3:** 37 **Unit 4:** 49 **Unit 5:** 61 **Unit 6:** 73 **Unit 7:** 85 **Unit 8:** 97 **Unit 9:** 109 **Unit 10:** 121
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	
SL.1.2a	**Give, restate, and follow simple two-step directions. CA**	**TEACHER RESOURCE SYSTEM: Unit 1:** 114–115 **Unit 2:** 230–231 **Unit 3:** 114–115 **Unit 4:** 120, 230–231 **Unit 5:** 114–115 **Unit 6:** 230–231 **Unit 7:** 114–115 **Unit 8:** 230–231 **Unit 9:** 114–115 **Unit 10:** 120 **READER'S THEATER HANDBOOK: Unit 1:** 10 **Unit 2:** 22 **Unit 3:** 34 **Unit 4:** 46 **Unit 5:** 58 **Unit 6:** 70 **Unit 7:** 82 **Unit 8:** 94 **Unit 9:** 106 **Unit 10:** 118
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	**TEACHER RESOURCE SYSTEM: Unit 1:** 4, 6–7, 16–17, 21, 44–45, 68–69, 82–83, 100–101, 114–115 **Unit 2:** 128, 136, 143, 150–151, 159, 166, 174, 181, 184–185, 187, 188–189, 197, 198–199, 204, 208–209, 220–221, 225, 230–231 **Unit 3:** 8–9, 20, 33, 106–107, 110–111, 114–115, 122–123, 137, 160–161, 198–199, 200–201, 208–209, 220–221, 230–231 **Unit 5:** 4, 67, 21, 44–45, 92–93, 100–101, 106–107 **Unit 6:** 121, 122–123, 124–125, 128, 136, 143, 146–147, 149, 174, 181, 187, 197, 204, 208–209, 212, 219, 220–221, 225, 230–231 **Unit 7:** 4, 5, 6–7, 12, 27, 30–31, 42, 43, 50–51, 65, 68–69, 71, 72–73, 80, 81, 82–83, 88, 96, 103, 104–105, 109, 114–115 **Unit 8:** 121, 122–123, 128, 132–133, 136, 137, 143, 149, 152–153, 159, 160–161, 166, 170–171, 174, 181, 187, 188–189, 197, 198–199, 204, 212, 219, 220–221, 225, 230–231 **Unit 9:** 5, 6–7, 12, 20, 21, 27, 30–31, 33, 43, 50, 54–55, 58, 65, 68–69, 71, 81, 82–83, 88, 96, 104–105, 109 **Unit 10:** 122–123, 137, 160–161, 187, 188–189, 198–199, 230–231
Presentation of Knowledge and Ideas		**Benchmark Advance**
SL.1.4	Describe people, places, things, and events	
SL.1.4a	**Memorize and recite poems, rhymes, and songs with expression. CA**	**TEACHER RESOURCE SYSTEM: Unit 1:** 20, 27, 33, 96–97, 103, 109, 230–231 **Unit 3:** 106–107, 110–111, 114–115 **Unit 5:** 144–115 **Unit 6:** 121, 230–231 **Unit 7:** 54–55, 114–115 **Unit 8:** 152–153, 170–171, 184–185, 220–221, 230–231 **Unit 9:** 30–31, 104–105, 114–115 **Unit 10:** 136, 143, 149, 188–189, 220–221, 230–231
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	

SL.1.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)	**TEACHER RESOURCE SYSTEM: Unit 1:** 6–7, 21, 44–45, 54–55, 62–63, 68–69, 82–83, 100–101, 114–115 **Unit 2:** 150–151, 184–185, 188–189, 198–199, 208–209, 220–221, 230–231 **Unit 3:** 106–107, 110–111, 114–115, 122–123, 137, 160–161, 198–199, 220–221, 230–231 **Unit 5:** 6–7, 21, 30–31, 36–37, 44–45, 92–93, 100–101, 106–107, 114–115 **Unit 6:** 124–125, 146–147, 208–209 **Unit 7:** 6–7, 20, 21, 30–31, 54–55, 68–69, 72–73, 81, 82–83, 104–105, 114–115 **Unit 8:** 122–123, 132–133, 137, 152–153, 160–161, 170–171, 184–185, 188–189, 198–199, 220–221, 230–231 **Unit 9:** 6–7, 21, 30–31, 54–55, 68–69, 82–83, 104–105, 114–115 **Unit 10:** 122–123, 137, 160–161, 188–189, 198–199, 220–221, 230–231
Language Standards		
Conventions of Standard English		**Benchmark Advance**
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.1.1a	Print all upper- and lowercase letters.	**TEACHER RESOURCE SYSTEM: Unit 1:** 8–9, 10–11, 18–19, 24–25, 26, 30–31, 32, 36–37, 38–39, 46–47, 48–49, 54–55, 56–57, 62–63, 64, 68–69, 70, 76–77, 84–85, 86–87, 92–93, 94–95, 100–101, 102, 106–107, 108, 112–113 **Unit 2:** 124–125, 126–127, 132–133, 134–135, 140–141, 142, 148, 154–155, 162–163, 164–165, 170–171, 172–173, 178–179, 180, 184–185, 186, 192–193, 200–201, 202–203, 208–209, 210–211, 216–217, 218, 222–223, 224, 228–229 **Unit 3:** 10–11, 18–19, 36–37, 48–49, 56–57, 64, 86–87, 94–95, 102 **Unit 4:** 124–125, 126–127, 132–133, 134–135, 140–141, 142, 146–147, 148, 152–153, 162–163, 164–165, 167, 170–171, 172–173, 178–179, 180, 184–185, 186, 192–193, 200–201, 202–203, 208–209, 210–211, 216–217, 218, 222–223, 224, 228–229 **Unit 5:** 10–11, 18–19, 26, 32, 38–39, 48–49, 56–57, 64, 68–69, 70, 76–77, 84–85, 86–87, 94–95, 102, 106–107, 108, 112–113 **Unit 6:** 126–127, 134–135, 142, 148, 154–155, 164–165, 172–173, 180, 186, 192–193, 200–201, 202–203, 210–211, 216–217, 218, 224, 228–229 **Unit 7:** 8–9, 10–11, 16–17, 18–19, 24–25, 26, 30–31, 32, 36–37, 38–39, 46–47, 48–49, 54–55, 56–57, 62–63, 64, 70, 76–77, 86–87, 92–93, 94–95, 100–101, 102, 106–107, 108, 112–113 **Unit 8:** 124–124, 126–127, 132–133, 134–135, 142, 148, 152–153, 154–155, 164–165, 172–173, 180, 186, 192–193, 202–203, 208–209, 210–211, 218, 224, 228–229 **Unit 9:** 8–9, 10–11, 16–17, 18–19, 26, 30–31, 36–37, 38–39, 48–49, 56–57, 64, 70, 76–77, 86–87, 94–95, 102, 108, 112–113 **Unit 10:** 124–125, 126–127, 132–133, 134–135, 140–141, 142, 146–147, 148, 152–153, 154–155, 162–163, 164–165, 170–171, 172–173, 178–179, 180, 184–185, 186, 192–193, 202–203, 208–209, 210–211, 216–217, 218, 222–223, 224, 228–229 **LEVELED TEXT TEACHER'S GUIDES: Unit 9:** *Clothes Then and Now* (K/20) **LANGUAGE MINI-LESSONS HANDBOOK:** 2–3 (Use Common and Proper Nouns), Language BLM 1
L.1.1b	Use common, proper, and possessive nouns.	**TEACHER RESOURCE SYSTEM: Unit 1:** 8–9, 16–17, 24–25, 30–31, 36–37, 56–57, 76–77, 84–85, 92–93, 106–107 **Unit 2:** 124–125, 187 **Unit 3:** 18–19, 26, 38–39, 54–55, 62–63, 70, 76–77, 94–95, 112–113 **Unit 4:** 226–227, 228–229 **Unit 6:** 208–209 **Unit 7:** 8–9, 16–17, 24–25, 30–31, 36–37, 92–93, 106–107, 109, 110–111 **Unit 8:** 140–141, 146–147, 152–153, 187, 222–223, 226–227 **LANGUAGE MINI-LESSONS HANDBOOK:** 2–3 (Use Common and Proper Nouns), 4–5 (Use Possessive Nouns), Language BLM 1, Language BLM 2
L.1.1c	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	**TEACHER RESOURCE SYSTEM: Unit 1:** 68–69, 106–107 **Unit 2:** 132–133, 140–141, 146–147, 152–153, 172–173, 192–193, 216–217, 222–223, 226–227 **Unit 3:** 16–17, 24–25, 36–37, 71, 100–101, 106–107, 110–111 **Unit 4:** 210–211 **Unit 7:** 46–47, 54–55, 62–63, 68–69, 84–85, 92–93, 109 **LANGUAGE MINI-LESSONS HANDBOOK:** 6–7 (Use Subject-Verb Agreement), Language BLM 3
L.1.1d	**Use personal (subject, object), possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). CA**	**TEACHER RESOURCE SYSTEM: Unit 1:** 54–55, 62–63, 68–69, 71, 100–101, 106–107 **Unit 3:** 46–47, 54–55, 62–63, 68–69, 84–85, 92–93 **Unit 4:** 149, 225, 228–229 **Unit 5:** 109, 106–107 **Unit 8:** 122–123, 124–125, 132–133, 152–153 **Unit 10:** 187 **LANGUAGE MINI-LESSONS HANDBOOK:** 8–9 (Use Pronouns), Language BLM 4
L.1.1e	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	**TEACHER RESOURCE SYSTEM: Unit 1:** 46–47, 54–55, 62–63, 110–111 **Unit 2:** 149, 200–201 **Unit 3:** 23, 30–31, 33 **Unit 4:** 134–135, 154–155, 162–163, 170–171, 178–179, 184–185, 200–201, 208–209, 216–217, 225 **LANGUAGE MINI-LESSONS HANDBOOK:** 10–11 (Use Past, Present, and Future Tense), Language BLM 5

L.1.1f	Use frequently occurring adjectives.	**TEACHER RESOURCE SYSTEM: Unit 3:** 24–25 **Unit 4:** 124–125, 132–133, 140–141, 146–147, 152–153, 187, 216–217, 222–223 **Unit 8:** 139, 167 **Unit 9:** 46–47, 54–55, 62–63, 68–69, 84–85, 90–91, 92–93, 110–111 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *Helping Animals* (E/8) **Unit 3:** *Johnny Appleseed* (D/5) **Unit 6:** *A Wolf, A Girl, and Her Grandma* (E/8) **LANGUAGE MINI-LESSONS HANDBOOK:** 12–13 (Use Adjectives), Language BLM 6
L.1.1g	Use frequently occurring conjunctions (e.g., and, but, or, so, because).	**TEACHER RESOURCE SYSTEM: Unit 2:** 225 **Unit 3:** 36–37 **Unit 4:** 220–221 **Unit 6:** 162–163, 170–171, 178–179, 184–185, 200–201, 208–209 **Unit 10:** 162–163, 170–171, 178–179, 184–185, 208–209, 216–217 **LANGUAGE MINI-LESSONS HANDBOOK:** 14-15 (Produce Complete Compound Sentences), 16-17 (Expand Complete Compound Sentences), 18-19 (Use Conjunctions), Language BLM 7, Language BLM 8, Language BLM 9
L.1.1h	Use determiners (e.g., articles, demonstratives).	**TEACHER RESOURCE SYSTEM: Unit 2:** 162–163, 170–171, 178–179, 184–185, 200–201, 208–209, 225 **LANGUAGE MINI-LESSONS HANDBOOK:** 20-21 (Use Determiners), Language BLM 10
L.1.1i	Use frequently occurring prepositions (e.g., during, beyond, toward).	**TEACHER RESOURCE SYSTEM: Unit 5:** 46–47, 54–55, 62–63, 84–85, 92–93 **LANGUAGE MINI-LESSONS HANDBOOK:** 22–23 (Use Prepositions), Language BLM 11
L.1.1j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	**TEACHER RESOURCE SYSTEM: Unit 1:** 68–69 **Unit 2:** 184–185 **Unit 3:** 46–47, 54–55, 62–63, 84–85, 100–101, 106–107, 110–111 **Unit 5:** 8–9, 16–17, 30–31, 36–37, 100–101, 110–111 **Unit 6:** 124–125, 132–133, 140–141, 146–147, 152–153, 216–217, 222–223, 226–227 **Unit 9:** 8–9, 16–17, 24–25, 30–31, 36–37, 62–63, 100–101, 106–107, 110–111 **Unit 10:** 124–125, 132–133, 140–141, 146–147, 152–153, 222–223, 226–227 **LANGUAGE MINI-LESSONS HANDBOOK:** 14-15 (Produce Complete Compound Sentences), 16-17 (Expand Complete Compound Sentences), 24-25 (Produce Simple Sentences), 26-27 (Expand Simple Sentences), Language BLM 7, Language BLM 8, Language BLM 12, Language BLM 13
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.1.2a	Capitalize dates and names of people.	**TEACHER RESOURCE SYSTEM: Unit 1:** 90–91, 100–101 **Unit 2:** 200–201, 222–223 **Unit 3:** 100–101 **Unit 4:** 124–125, 132–133, 140–141, 152–153, 162–163, 170–171, 184–185, 200–201, 208–209, 216–217, 222–223 **Unit 5:** 30–31 **Unit 7:** 71 **LANGUAGE MINI-LESSONS HANDBOOK:** 2–3 (Use Common and Proper Nouns), Language BLM 1
L.1.2b	Use end punctuation for sentences.	**TEACHER RESOURCE SYSTEM: Unit 1:** 54–55, 62–63, 68–69, 92–93, 100–101, 106–107 **Unit 2:** 146–147, 152–153, 162–163, 170–171, 178–179, 184–185, 216–217, 222–223 **Unit 3:** 30–31, 36–37, 46–47, 54–55, 62–63, 84–85, 106–107, 110–111 **Unit 4:** 124–125, 132–133, 140–141, 152–153, 162–163, 170–171, 178–179, 184–185, 200–201, 208–209, 216–217, 222–223 **Unit 5:** 74–75, 84–85, 92–93, 100–101, 106–107 **Unit 6:** 132–133, 140–141, 146–147, 152–153, 162–163, 170–171, 178–179, 184–185, 200–201, 208–209, 222–223, 226–227 **Unit 7:** 30–31, 36–37, 46–47, 54–55, 62–63, 92–93, 100–101, 106–107 **Unit 8:** 124–125, 132–133, 152–153, 208–209 **Unit 9:** 106–107 **Unit 10:** 170–171, 178–179, 184–185, 190–191, 208–209, 216–217 **LANGUAGE MINI-LESSONS HANDBOOK:** 14-15 (Produce Complete Compound Sentences), 16-17 (Expand Complete Compound Sentences), 24-25 (Produce Simple Sentences), 26-27 (Expand Simple Sentences), Language BLM 7, Language BLM 8, Language BLM 12, Language BLM 13
L.1.2c	Use commas in dates and to separate single words in a series.	**TEACHER RESOURCE SYSTEM: Unit 2:** 200–201, 208–209 **Unit 4:** 162–163, 170–171, 178–179, 184–185, 200–201, 208–209 **Unit 6:** 159, 187, 200–201, 225 **Unit 7:** 62–63, 92–93, 100–101, 106–107, **Unit 8:** 208–209 **LANGUAGE MINI-LESSONS HANDBOOK:** 28-29 (Use Commas), Language BLM 14

L.1.2d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	**TEACHER RESOURCE SYSTEM: Unit 1:** 54–55, 62–63, 68–69, 92–93, 100–101, 106–107 **Unit 2:** 184–185, 200–201, 108–109 **Unit 2:** 216–217 **Unit 3:** 48–49, 86–87 **Unit 4:** 124–125, 126–127, 132–133, 134–135, 140–141, 142, 146–147, 148, 152–153, 154–155, 162–163, 164–165, 170–171, 172–173, 178–179, 180, 184–185, 186, 192–193, 200–201, 202–203, 208–209, 210–211, 216–217, 218, 222–223, 224 **Unit 5:** 10–11, 18–19, 26, 32, 38–39, 48–49, 56–57, 64, 70, 74–75, 76–77, 84–85, 86–87, 92–93, 94–95, 100–101, 102, 106–107, 108, 112–113 **Unit 6:** 126–127, 134–135, 142, 148, 154–155, 164–165, 172–173, 180, 186, 192–193, 200–201, 202–203, 210–211, 218, 224, 228–229 **Unit 7:** 10–11, 18–19, 26, 30–31, 32, 36–37, 38–39, 46–47, 48–49, 54–55, 56–57, 62–63, 64, 70, 76–77, 86–87, 92–93, 94–95, 100–101, 102, 106–107, 108, 112–113 **Unit 8:** 124–125, 126–127, 132–133, 134–135, 142, 148, 152–153, 154–155, 164–165, 172–173, 180, 186, 192–193, 202–203, 208–209, 210–211, 218, 224, 228–229 **Unit 9:** 10–11, 18–19, 26, 32, 38–39, 48–49, 56–57, 64, 70, 76–77, 86–87, 94–95, 106–107, 108, 112–113 **Unit 10:** 126–127, 134–135, 142, 148, 164–165, 172–173, 180, 186, 192–193, 202–203, 210–211, 218, 224, 228–229 **LANGUAGE MINI-LESSONS HANDBOOK:** 30-31 (Use Spelling Strategies), Language BLM 15
L.1.2e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	**TEACHER RESOURCE SYSTEM: Unit 1:** 54–55, 62–63, 68–69, 92–93, 100–101, 106–107 **Unit 2:** 216–217 **Unit 4:** 124–125, 132–133, 140–141, 146–147, 152–153, 162–163, 170–171, 178–179, 184–185, 200–201, 208–209, 216–217, 222–223 **Unit 5:** 74–75, 106–107 **Unit 7:** 36–37 **Unit 8:** 124–125, 132–133, 152–153 **Unit 8:** 208–209 **LANGUAGE MINI-LESSONS HANDBOOK:** 30-31 (Use Spelling Strategies), Language BLM 15
Knowledge of Language		**Benchmark Advance**
L.1.3	(Begins in grade 2)	
Vocabulary Acquisition and Use		**Benchmark Advance**
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	
L.1.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	**TEACHER RESOURCE SYSTEM: Unit 1:** 22, 59 **Unit 2:** 175 **Unit 3:** 23 **Unit 4:** 175, 213 **Unit 6:** 129, 175 **Unit 7:** 59, 97, 129, 175, 214–215 **Unit 9:** 13, 59 **Unit 10:** 144–145, 175, 196, 205 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *Our Families Help* (C/4), *Rules* (F/10) **Unit 2:** *Poor Turkey Girl* (C/4), *Hansel and Gretel* (D/5), *The Little Red Hen* (F/10) **Unit 4:** *A New Friend* (G/11), *Mutt in Michigan* (G/11), *Albert's Nest* (G/11) **Unit 5:** *People Who Use Magnets at Work* (E/8), *Farther and Faster* (F/9), *Build Your Own Library* (F/9), *What Pushes? What Pulls?* (F/10), *Ellen Ochoa* (F/10), *Water Works* (G/12), *Wind* (G/12), *Communication* (H/13) **Unit 6:** *The Wind and the Sun* (F/9), *The Boy Who Cried Wolf* (G/11), *The Ugly Duckling* (G/12), *The Tiger, the Brahmin, and the Jackal* (H/14) **Unit 7:** *Then and Now* (F/10), *Matthew Henson* (G/12), *Early American Portrait Artists* (H/13), *A Throne for the King* (I/16) **Unit 8:** *Summer to Fall* (F/10), *Ready for Fall* (F/10), *Predicting the Weather* (G/11), *Hurricane Diary* (G/12), *Demeter and Persephone* (H/13), *Storms* (I/16), *The Sun and the Seasons* (J/18) **Unit 9:** *What Are Goods?* (G/11), *Choices Choices* (G/12), *Providing Services* (G/12), *Shopping with the Nicholas Family* (H/13), *Dollars and Cents* (H/14), *Peaches All the Time* (I/16), *Firefighters Need Our Support* (J/18) **Unit 10:** *Light* (F/10), *Around the World with Music* (H/14), *Electricity Makes the World Better* (I/15), *Our Sun* (I/16), *Benjamin Franklin* (J/18) **READER'S THEATER HANDBOOK: Unit 1:** 11, 12, 15 **Unit 2:** 23, 24, 27 **Unit 3:** 35, 36, 39 **Unit 4:** 48, 51 **Unit 5:** 60, 63 **Unit 6:** 71, 72, 75 **Unit 7:** 83, 84, 87 **Unit 8:** 95, 96, 99 **Unit 9:** 107, 108, 111 **Unit 10:** 120, 123
L.1.4b	Use frequently occurring affixes as a clue to the meaning of a word.	**TEACHER RESOURCE SYSTEM: Unit 5:** 51, 71 **Unit 6:** 149, 167 **Unit 7:** 28, 33, 56–57, 76–77, **Unit 10:** 213 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *We Have Rules* (F/9) **Unit 2:** *A Tug of War* (C/3), *Neighbors at Play* (D/6), *Clean Up! Our Earth Day Project* (E/7) **Unit 3:** *Ducklings Grow Up* (D/5), *A Frog Someday* (F/9), *How Raven Became Black...* (F/10), *Watch a Butterfly Grow* (H/13) **Unit 4:** *The Fourth! Our Show* (E/7), *Who Will Bell the Cat?* (E/8), *Liam's Library* (F/9) **Unit 6:** *The Emperor's New Clothes* (G/11), *Why Is Hummingbird So Tiny?* (I/15) **Unit 7:** *The Old Gray Mare* (G/12), *Writing About America* (H/13), *A Seat on the Bus* (I/15) **Unit 8:** *Star Light, Star Bright* (H/13), *Why the Sky Is Far Away* (J/18) **Unit 10:** *Carver and Edison: Two American Inventors* (I/15)
L.1.4c	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	**TEACHER RESOURCE SYSTEM: Unit 4:** 145 **Unit 6:** 205 **Unit 9:** 29, 51, 65, 71, 109 **LEVELED TEXT TEACHER'S GUIDES: Unit 4:** *The Crowded Hut* (F/9) **Unit 7:** *My Time Box* (G/11) **Unit 9:** *The Farm Stand Mystery* (H/14), *Using Resources to Build* (I/16)
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	

L.1.5a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	**TEACHER RESOURCE SYSTEM: Unit 4:** 144, 158 **Unit 5:** 13, 59 **LEVELED TEXT TEACHER'S GUIDES: Unit 2:** *City Mouse and Country Mouse* (F/10) **Unit 3:** *Penguins in Antarctica* (E/8), *Watch a Frog Grow* (F/9) **Unit 4:** *How the Camel Got Its Hump* (D/5) **Unit 5:** *Jacques Cousteau* (G/11) **Unit 8:** *Stormy Stuart* (I/16) **Unit 10:** *Sounds* (G/12)
L.1.5b	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	**TEACHER RESOURCE SYSTEM: Unit 3:** 80, 97 **Unit 7:** 62–63**Unit 10:** 222–223 **LEVELED TEXT TEACHER'S GUIDES: Unit 4:** *Old MacDonald* (F/10) **Unit 5:** *Technology Today* (G/12) **Unit 6:** *The Milkmaid and Her Pail* (F/10), *The Owl Has Big Eyes and Rabbit Hops* (H/14) **Unit 7:** *Growing Older* (G/11) **READER'S THEATER HANDBOOK: Unit 10:** 119
L.1.5c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).	**TEACHER RESOURCE SYSTEM: Unit 3:** 13, 22, 42, 59 **Unit 10:** 176–177, 182–183 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *Helping Friends* (C/4), *Vote!* (D/6), *Rules at School* (E/7), *Doing Jobs Together* (E/8) **Unit 2:** *Hercules and the Stables* (D/5) **Unit 3:** *Baby Bumblebee* (E/8), *A Seed Needs Help* (E/8) **Unit 4:** *Mojave Mutt* (F/10) **Unit 7:** *Famous Landmarks* (F/10) **Unit 8:** *Thunderstorms Are the Best Storms* (I/16) **Unit 10:** *Oops! Why Do I Do That?* (J/18) **READER'S THEATER HANDBOOK: Unit 4:** 47 **Unit 5:** 59
L.1.5d	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	**TEACHER RESOURCE SYSTEM: Unit 2:** 129, 175, 196 **Unit 3:** 23 **Unit 5:** 28, 80, 89 **Unit 8:** 213 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *Leaders Can Help* (D/5), *Remember the Rules* (E/7) **Unit 2:** *Issun Boshi* (D/6) **Unit 6:** *How Bear Lost His Tail* (F/10), *Dog and His Reflection* (G/12), *How Elephant Made Peanut Butter* (I/15) **Unit 10:** *Heat* (G/11) **READER'S THEATER HANDBOOK: Unit 4:** 47
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	**TEACHER RESOURCE SYSTEM: Unit 1:** 22, 59 **Unit 2:** 129, 130–131, 138–139, 168–169, 175, 205, 206–207 **Unit 3:** 13, 22, 59, 97 **Unit 4:** 146–147, 175, 213 **Unit 5:** 13, 28, 51, 59, 89 **Unit 6:** 129, 167, 175, 205 **Unit 7:** 28, 59, 97 **Unit 8:** 129, 139, 175, 205, 213 **Unit 9:** 8–9, 13, 16–17, 24–25, 29, 30–31, 36–37, 46–47, 54–55, 62–63, 68–69, 84–85, 106–107 **Unit 10:** 144–145, 175, 176–177, 178–179, 205 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *Working Together* (C/3) **Unit 2:** *Chicken Little* (D/5) **Unit 3:** *How Does a Cactus Grow?* (G/11) **Unit 5:** *Make a Sundial* (H/14) **Unit 7:** *Writing About America* (H/13), *Great People Make America Great* (H/13), *Clothes Long Ago* (I/15) **Unit 8:** *The Courageous Soldier* (G/12) **Unit 10:** *Life in the City* (H/13), *Looking Into Space* (I/16) **READER'S THEATER HANDBOOK: Unit 1:** 12–13 **Unit 2:** 24–25 **Unit 3:** 36–37 **Unit 4:** 48–49 **Unit 5:** 60–61 **Unit 7:** 84–85 **Unit 8:** 96–97 **Unit 9:** 108–109 **Unit 10:** 120–121

Benchmark Advance **Correlation to the California Common Core ELA Standards for Grade 2**

Reading Standards for Literature		
Key Ideas and Details		**Benchmark Advance**
RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	**TEACHER RESOURCE SYSTEM: Unit 1:** 24–25, 86–87, 94–95, 102–103 **Unit 2:** 124–125, 128–129, 144–145, 157, 168–169, 176–177, 184–185, 190–191, 195, 196–197, 206–207, 214–215, 222–223, 228–229, 233 **Unit 3:** 24–25, 30–31, 86–87, 94–95, 102–103, 113 **Unit 4:** 124–125, 128–129, 144–145, 157, 158–159, 168–169, 176–177, 184–185, 190–191, 195, 196–197, 206–207, 214–215, 228–229, 233 **Unit 6:** 124–125, 128–129, 144–145, 152–153, 157, 158–159, 168–169, 176–177, 184–185, 190–191, 195, 196–197, 206–207, 214–215, 222–223, 228–229 **Unit 7:** 8–9 **Unit 9:** 24–25, 32–33, 86–87, 94–95, 102–103 **LEVELED TEXT TEACHER'S GUIDES: Unit 2:** *Brer Rabbit Hears a Noise* (J/18), *Arachne the Weaver* (J/18), *Pinocchio* (K/20) **Unit 3:** *How Chipmunk Got Its Stripes* (K/20) **Unit 4:** *Cat in Boots* (H/13), *The Three Billy Goats Gruff* (I/16), *The Dog and the Wolf* (N/NA) **Unit 5:** *The Friendship Bridge* (K/20) **Unit 6:** *The Three Little Pigs* (H/13), *How the Turtle Cracked Its Shell* (I/15), *The Prince and the Pauper* (J/18), *Androcles and the Lion* (K/20), *The Bremen Town Musicians* (L/24) **Unit 7:** *A Bowl of Dust* (J/18) **Unit 9:** *Simple Simon* (H/NA) **READER'S THEATER HANDBOOK: Unit 1:** 15, 19 **Unit 2:** 21, 27 **Unit 3:** 33 **Unit 7:** 81, 82, 83, 84, 85 **Unit 8:** 99, 100 **Unit 9:** 105, 111, 112, 113, 114, 115 **Unit 10:** 117, 118, 119, 120, 121, 123, 124, 125, 126, 127
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	**TEACHER RESOURCE SYSTEM: Unit 2:** 136–137, 222–223 **Unit 4:** 158–159, 196–197 **Unit 6:** 136–137, 158–159, 196–197, 222–223 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *Alice's Trial* (L/24) **Unit 2:** *Turkey Girl* (H/14), *Pandora's Box* (I/15), *Brer Rabbit Hears a Noise* (J/18), *Arachne the Weaver* (J/18), *Pinocchio* (K/20), *John Henry* (K/NA) **Unit 3:** *The Ants Have a Picnic* (F/9), *My First Aquarium* (F/10), *How Chipmunk Got Its Stripes* (K/20) **Unit 4:** *Rapunzel* (H/14), *Cat in Boots* (H/13), *The Three Billy Goats Gruff* (I/16), *Horseshoe Soup* (J/18), *Winter Carnival* (J/18), *The Dog and the Wolf* (N/NA) **Unit 5:** *The Friendship Bridge* (K/20) **Unit 6:** *The Three Little Pigs* (H/13), *How the Turtle Cracked Its Shell* (I/15), *The Prince and the Pauper* (J/18), *The Lion and the Mouse* (J/NA), *Androcles and the Lion* (K/20), *The Bremen Town Musicians* (L/24), *Why Mosquitoes Buzz in People's Ears* (M/28) **Unit 7:** *Charlie's Museum Adventure* (I/15), *A Bowl of Dust* (J/18), *William's Journal* (L/24) **Unit 8:** *Paul Bunyan* (J/NA), *Neptune and Minerva* (M/NA) **Unit 9:** *A Trip to the Market* (G/12) **Unit 9:** *Simple Simon* (H/NA) **Unit 10:** *Maggie Makes Macaroni* (H/14) **READER'S THEATER HANDBOOK: Unit 1:** 15, 19 **Unit 2:** 21, 25, 27, 29, 30, 31 **Unit 3:** 33, 35, 36, 37, 39, 43 **Unit 4:** 45, 46, 47, 48, 49, 51, 52, 53, 54, 55 **Unit 6:** 69, 70, 71, 72, 73, 75, 76, 77, 78, 79 **Unit 8:** 93, 94, 95, 96, 97 **Unit 9:** 111, 112, 113, 114, 115

RL.2.3	Describe how characters in a story respond to major events and challenges.	**TEACHER RESOURCE SYSTEM: Unit 1:** 68 **Unit 2:** 148, 150–151, 184–185, 188, 226, 233 **Unit 3:** 68, 106 **Unit 4:** 148, 152–153, 158–159, 188, 190–191, 226 **Unit 5:** 107 **Unit 6:** 135, 148, 184–185, 226 **Unit 7:** 28, 68 **Unit 8:** 188 **Unit 9:** 28, 106 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *Alice's Trial* (L/24) **Unit 2:** *Dolley Madison Saves George Washington* (H/13), *Turkey Girl* (H/14), *Pandora's Box* (I/15), *Brer Rabbit Hears a Noise* (J/18), *Arachne the Weaver* (J/18), *Pinocchio* (K/20) **Unit 3:** *The Ants Have a Picnic* (F/9), *How Chipmunk Got Its Stripes* (K/20) **Unit 4:** *Rapunzel* (H/14), *Horseshoe Soup* (J/18), *Winter Carnival* (J/18) **Unit 5:** *The Friendship Bridge* (K/20) **Unit 6:** *The Three Little Pigs* (H/13), *How the Turtle Cracked Its Shell* (I/15), *The Prince and the Pauper* (J/18), *The Lion and the Mouse* (J/NA), *Androcles and the Lion* (K/20), *The Bremen Town Musicians* (L/24), *Why Mosquitoes Buzz in People's Ears* (M/28) **Unit 7:** *William's Journal* (L/24) **Unit 8:** *Paul Bunyan* (J/NA) **Unit 9:** *A Trip to the Market* (G/12), *Simple Simon* (H/NA) **Unit 10:** *Maggie Makes Macaroni* (H/14) **READER'S THEATER HANDBOOK: Unit 1:** 15, 17, 18 **Unit 2:** 21, 23, 24, 25, 27, 29, 30, 31 **Unit 3:** 33, 35, 36, 37, 39, 41, 42, 43 **Unit 6:** 69, 70, 71, 72, 73, 75, 76, 77, 78, 79 **Unit 7:** 87, 88, 89, 90, 91 **Unit 8:** 99, 100 **Unit 9:** 105 **Unit 10:** 117, 118, 119, 120, 121, 123, 124, 125, 126, 127
Craft and Structure		**Benchmark Advance**
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language standards 4–6 for additional expectations.) CA	**TEACHER RESOURCE SYSTEM: Unit 1:** 23 **Unit 3**: 22 **Unit 4:** 149 **Unit 5:** 22–23, 29, 62 **Unit 6:** 227 **Unit 7:** 22–23, 29, 75 **LEVELED TEXT TEACHER'S GUIDES: Unit 2:** *Dolley Madison Saves George Washington* (H/13), *Pandora's Box* (I/15), *Brer Rabbit Hears a Noise* (J/18), *Arachne the Weaver* (J/18), *Pinocchio* (K/20), *John Henry* (K/NA) **Unit 3:** *How Chipmunk Got Its Stripes* (K/20) **Unit 4:** *Rapunzel* (H/14), *Cat in Boots* (H/13), *The Three Billy Goats Gruff* (I/16), *Horseshoe Soup* (J/18), *Winter Carnival* (J/18), *The Dog and the Wolf* (N/NA) **Unit 5:** *The Friendship Bridge* (K/20) **Unit 6:** *The Three Little Pigs* (H/13), *How the Turtle Cracked Its Shell* (I/15), *The Prince and the Pauper* (J/18), *The Lion and the Mouse* (J/NA), *Androcles and the Lion* (K/20), *The Bremen Town Musicians* (L/24), *Why Mosquitoes Buzz in People's Ears* (M/28) **Unit 7:** *Charlie's Museum Adventure* (I/15), *Finding Fossils* (I/15), *William's Journal* (L/24) **Unit 8:** *Paul Bunyan* (J/NA) **Unit 9:** *A Trip to the Market* (G/12), *Simple Simon* (H/NA) **Unit 10:** *Measure Up!* (H/13), *Maggie Makes Macaroni* (H/14) **READER'S THEATER HANDBOOK: Unit 3:** 33, 35, 36, 37 **Unit 8:** 93, 94, 95, 96, 97 **Unit 9:** 111, 112, 113, 114, 115
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	**TEACHER RESOURCE SYSTEM: Unit 1:** 24–25, 30–31, 62, 86–87, 94–95 **Unit 2:** 128–129, 144–145, 168–169, 176–177, 206–207, 214–215 **Unit 3:** 24–25, 30–31, 86–87, 94–95, 102–103 **Unit 4:** 128–129, 135, 144–145, 158–159, 168–169, 176–177, 184–185, 206–207, 214–215 **Unit 5:** 100 **Unit 6:** 128–129, 135, 144–145, 168–169, 176–177, 206–207, 214–215 **Unit 7:** 8–9, 16–17 **Unit 9:** 24–25, 30–31, 86–87, 94–95 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *Alice's Trial* (L/24) **Unit 2:** *Brer Rabbit Hears a Noise* (J/18) **Unit 4:** *Cat in Boots* (H/13), *Horseshoe Soup* (J/18), *Winter Carnival* (J/18) **Unit 7:** *William's Journal* (L/24) **Unit 10:** *Maggie Makes Macaroni* (H/14) **READER'S THEATER HANDBOOK: Unit 5:** 63, 64, 65, 66, 67
RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	**TEACHER RESOURCE SYSTEM: Unit 1:** 32–33, 102–103 **Unit 2:** 227 **Unit 4:** 136–137 **Unit 6:** 149, 150–151, 190–191, 228–229 **Unit 7:** 10–11 **LEVELED TEXT TEACHER'S GUIDES: Unit 2:** *John Henry* (K/NA), *Androcles and the Lion* (K/20) **Unit 6:** *Why Mosquitoes Buzz in People's Ears* (M/28) **Unit 7:** *Charlie's Museum Adventure* (I/15) **READER'S THEATER HANDBOOK: Unit 1:** 19 **Unit 2:** 23, 25, 31 **Unit 3:** 33, 35, 36, 37, 39 **Unit 4:** 45, 46, 47, 48, 49, 51, 52, 53, 54, 55 **Unit 6:** 75, 76, 77, 78, 79 **Unit 7:** 87, 88, 89, 90, 91 **Unit 8:** 99, 100 **Unit 9:** 105, 107, 108, 109 **Unit 10:** 117, 118, 119, 120, 121

Benchmark Advance **Correlation to the California Common Core ELA Standards for Grade 2**

Integration of Knowledge and Ideas		**Benchmark Advance**
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	**TEACHER RESOURCE SYSTEM: Unit 2:** 135, 190–191, 196–197 **Unit 3:** 102 **Unit 4:** 184–185 **Unit 7:** 15 **LEVELED TEXT TEACHER'S GUIDES: Unit 2:** *Dolley Madison Saves George Washington* (H/13), *John Henry* (K/NA) **Unit 4:** *Rapunzel* (H/14), *The Three Billy Goats Gruff* (I/16) **Unit 5:** *The Friendship Bridge* (K/20) **Unit 6:** *The Bremen Town Musicians* (L/24) **Unit 7:** *Charlie's Museum Adventure* (I/15), *A Bowl of Dust* (J/18) **Unit 8:** *Paul Bunyan* (J/NA) **Unit 9:** *A Trip to the Market* (G/12) **READER'S THEATER HANDBOOK: Unit 1:** 15 **Unit 2:** 27, 30 **Unit 3:** 33, 43 **Unit 4:** 51, 52, 53, 55 **Unit 5:** 57, 58, 59, 60, 61, 63, 64, 65, 66, 67 **Unit 7:** 87, 88, 89, 90, 91 **Unit 8:** 93, 94, 95, 96, 97, 99, 100 **Unit 10:** 117, 118, 119, 120, 121
RL.2.8	(Not applicable to literature)	
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	**TEACHER RESOURCE SYSTEM: Unit 2:** 158–159, 228–229 **Unit 4:** 158–159, 196–197, 228–229 **Unit 9:** 38–39 **READER'S THEATER HANDBOOK: Unit 2:** 21 **Unit 4:** 45, 46, 49 **Unit 5:** 67 **Unit 6:** 79 **Unit 7:** 85, 91 **Unit 8:** 97 **Unit 9:** 111, 112, 113, 114, 115
Range of Reading and Level of Text Complexity		**Benchmark Advance**
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**TEACHER RESOURCE SYSTEM: Unit 1:** 24–25, 68, 80–81, 86–87, 94–95 **Unit 2:** 128–129, 144–145, 148, 168–169, 176–177, 188, 200–201, 206–207, 214–215, 226, 236–237 **Unit 3:** 24–25, 42–43, 68, 80–81, 86–87, 94–95, 106, 116–117 **Unit 4:** 128–129, 144–145, 148, 162–163, 168–169, 176–177, 188, 200–201, 206–207, 214–215, 226, 236–237 **Unit 6:** 128–129, 144–145, 148, 162–163, 168–169, 176–177, 206–207, 214–215, 226, 236–237 **Unit 7:** 8–9, 28, 42–43, 68, 80–81 **Unit 8:** 188, 200–201 **Unit 9:** 24–25, 28, 42–43, 86–87, 94–95, 106, 116–117 **GRADE 2 TEXTS FOR CLOSE READING:** The literature selections in these units reflect the range of genres students will read in the grades 2–3 text complexity band. **Unit 1: Government at Work** (poetry, historical fiction, realistic fiction, fantasy) **Unit 2: Characters Face Many Challenges** (fantasy, fairy tales, poetry, fable, fourquoi tale) **Unit 3: Plants and Animals in Their Habitat (**poetry, fantasy, realistic fiction) **Unit 4: Many Characters, Many Points of View** (fables, poetry, folktales, pourquoi tale, fractured folktale) **Unit 5: Solving Problems through Technology** (poetry, realistic fiction) **Unit 6: Tales to Live By** (fables, myths, pourquoi tales, trickster tale, realistic fiction, poetry) **Unit 7: Investigating the Past** (poetry, realistic fiction) **Unit 8: Wind and Water Change Earth** (poetry, realistic fiction, folktale) **Unit 9: Buyers and Sellers** poetry, fantasy, folktale, realistic fiction) **Unit 10: States of Matter** (poetry)
Reading Standards for Informational Text		
Key Ideas and Details		**Benchmark Advance**
RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	**TEACHER RESOURCE SYSTEM: Unit 1:** 8–9, 28, 37, 48–49, 56–57, 64–65, 70–71, 75, 76–77, 106, 108–109, 113 **Unit 3:** 8–9, 16–17, 28, 37, 48–49, 56–57, 64–65, 70–71, 75, 76–77, 108–109 **Unit 4:** 222–223 **Unit 5:** 8–9, 24–25, 28, 30–31, 32–33, 37, 38–39, 48–49, 56–57, 64–65, 68, 70–71, 75, 76–77, 86–87, 94–95, 102–103, 106, 108–109, 113 **Unit 6:** 188, 233 **Unit 7:** 37, 48–49, 56–57, 64–65, 70–71, 75, 76–77, 86–87, 94–95, 102–103, 106, 108–109 **Unit 8:** 128–129, 144–145, 148, 154–155, 157, 168–169, 176–177, 184–185, 195, 206–207, 214–215, 222–223, 226, 228–229, 233 **Unit 9:** 4–5, 8–9, 16–17, 37, 48–49, 56–57, 64–65, 68, 70–71, 75, 76–77, 102–103, 108–109, 113 **Unit 10:** 128–129, 139, 144–145, 148, 157, 168–169, 176–177, 184–185, 188, 190–191, 195, 196–197, 206–207, 214–215, 222–223, 226, 228–229, 233 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *My Mom, Our Mayor* (H/13) **Unit 3:** *Plants and Animals in Different Seasons* (J/18) **Unit 4:** *The Dog and the Wolf* (N/NA) **Unit 5:** *George Washington Carver* (I/15) **Unit 7:** *Finding Fossils* (I/15) **Unit 9:** *Simple Simon Is So Simple!* (G/12), *Supply and Demand* (K/20), *The Cost of Dinner* (M/28) **Unit 10:** *Measure Up!* (H/13), *The States of Matter* (H/14), *The States of Matter* (I/NA) **READER'S THEATER HANDBOOK: Unit 1:** 9

RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	**TEACHER RESOURCE SYSTEM: Unit 1:** 8–9, 48–49, 56–57 **Unit 3:** 8–9, 48–49, 56–57 **Unit 5:** 8–9, 24–25, 48–49, 56–57, 86–87, 94–95 **Unit 7:** 24–25, 48–49, 56–57, 86–87, 94–95, 113 **Unit 8:** 128–129, 144–145, 168–169, 176–177, 206–207, 214–215 **Unit 9:** 8–9, 48–49, 56–57 **Unit 10:** 128–129, 144–145, 168–169, 176–177, 206–207, 214–215 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *The Power to Vote* (F/10), *My Mom, Our Mayor* (H/13), *All Work, No Play* (G/11), *Who Makes the Rules?* (J/18), *The Job of the President of the USA* (L/24), *Enforcing Rules* (M/28) **Unit 2:** *Dolley Madison Saves George Washington* (H/13) **Unit 3:** *Food in the Forest* (F/9), *Living in Joshua Tree* (F/10), *Plants and Animals in Different Seasons* (J/18), *Polar Habitat* s (M/28) **Unit 4:** *Laura's Story* (L/24) **Unit 5:** *Jenner and Fleming: Two Heroes of Medicine* (I/15), *Push, Pull, Lift* (I/16), *George Washington Carver* (I/15), *Simple Machines* (K/20), *Bridges* (K/20), *Taking Photographs* (M/28) **Unit 7:** *Finding Fossils* (I/15), *Getting Around the Wild West* (J/18), *George Catlin* (J/18), *The Underground Railroad* (L/24) **Unit 8:** *Let's Look at the Dinosaurs* (G/11), *Earth's Surface* (H/14), *Erosion* (J/18), *Mountains* (K/20), *Twisters* (L/24) **Unit 9:** *People Work in Our Community* (G/11), *Simple Simon Is So Simple!* (G/12), *Supply and Demand* (K/20), *Where Does Food Come From?* (M/28), *The Cost of Dinner* (M/28) **Unit 10:** *Water All Around* (F/10), *Measure Up!* (H/13), *The States of Matter* (H/14), *The States of Matter* (I/NA), *What Is Matter?* (J/18), *Four Faces in Rock* (J/18)
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	**TEACHER RESOURCE SYSTEM: Unit 1:** 70–71 **Unit 4:** 222–223 **Unit 5:** 38–39 **Unit 7:** 70–71, 102–103 **Unit 8:** 136–137, 184–185 **Unit 9:** 64–65 **Unit 10:** 152–153, 222–223 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *Who Makes the Rules?* (J/18) **Unit 3:** *Food in the Forest* (F/9), *Living in Joshua Tree* (F/10), *My First Aquarium* (F/10), *Polar Habitats* (M/28) **Unit 4:** *Laura's Story* (L/24) **Unit 5:** *Jenner and Fleming: Two Heroes of Medicine* (I/15), *Taking Photographs* (M/28) **Unit 7:** *The Underground Railroad* (L/24) **Unit 8:** *Let's Look at the Dinosaurs* (G/11), *Earth's Surface* (H/14), *Erosion* (J/18), *Twisters* (L/24), *Neptune and Minerva* (M/NA) **Unit 9:** *People Work in Our Community* (G/11), *Supply and Demand* (K/20), *The Cost of Dinner* (M/28) **Unit 10:** *Water All Around* (F/10), *Measure Up!* (H/13), *What Is Matter?* (J/18) **READER'S THEATER HANDBOOK: Unit 1:** 9 **Unit 5:** 63, 64
Craft and Structure		**Benchmark Advance**
RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (See grade 2 Language standards 4–6 for additional expectations.) CA	**TEACHER RESOURCE SYSTEM: Unit 1:** 15, 63 **Unit 3:** 63 **Unit 9:** 107 **Unit 10:** 146–147 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *My Mom, Our Mayor* (H/13), *All Work, No Play* (G/11), *Who Makes the Rules?* (J/18), *The Job of the President of the USA* (L/24) **Unit 3:** *Plants and Animals in Different Seasons* (J/18) **Unit 4:** *Laura's Story* (L/24) **Unit 5:** *George Washington Carver* (I/15), *Simple Machines* (K/20), *Bridges* (K/20), *Taking Photographs* (M/28) **Unit 7:** *Getting Around the Wild West* (J/18), *George Catlin* (J/18), *The Underground Railroad* (L/24) **Unit 8:** *Let's Look at the Dinosaurs* (G/11), *Earth's Surface* (H/14), *Erosion* (J/18), *Mountains* (K/20), *Twisters* (L/24), *Neptune and Minerva* (M/NA) **Unit 9:** *People Work in Our Community* (G/11), *Supply and Demand* (K/20), *The Cost of Dinner* (M/28) **Unit 10:** *Water All Around* (F/10), *The States of Matter* (H/14), *The States of Matter* (I/NA), *What Is Matter?* (J/18), *Four Faces in Rock* (J/18) **READER'S THEATER HANDBOOK: Unit 1:** 9, 10, 11, 12, 13
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	**TEACHER RESOURCE SYSTEM: Unit 3:** 15, 64–65 **Unit 5:** 30–31, 102 **Unit 10:** 184–185 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *The Power to Vote* (F/10) **Unit 5:** *Jenner and Fleming: Two Heroes of Medicine* (I/15), *Simple Machines* (K/20) **Unit 7:** *Finding Fossils* (I/15), *Getting Around the Wild West* (J/18) **Unit 8:** *Erosion* (J/18), *Neptune and Minerva* (M/NA) **Unit 10:** *Measure Up!* (H/13), *The States of Matter* (I/NA), *What Is Matter?* (J/18)

RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	**TEACHER RESOURCE SYSTEM: Unit 1:** 16–17, 64–65 **Unit 5:** 16–17, 70–71, 102–103 **Unit 8:** 158–159, 190–191 **Unit 9:** 16–17, 70–71 **Unit 10:** 135, 190–191 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *The Power to Vote* (F/10), *The Job of the President of the USA* (L/24), *Enforcing Rules* (M/28) **Unit 3:** *Food in the Forest* (F/9), *My First Aquarium* (F/10), *Polar Habitats* (M/28) **Unit 4:** *Laura's Story* (L/24) **Unit 5:** *George Washington Carver* (I/15), *Simple Machines* (K/20), *Bridges* (K/20) **Unit 7:** *Getting Around the Wild West* (J/18)
Integration of Knowledge and Ideas		**Benchmark Advance**
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	**TEACHER RESOURCE SYSTEM: Unit 3:** 15, 64–65 **Unit 5:** 64–65 **Unit 7:** 15, 64–65 **Unit 10:** 136–137, 184–185 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *The Job of the President of the USA* (L/24) **Unit 3:** *Plants and Animals in Different Seasons* (J/18) **Unit 5:** *Simple Machines* (K/20), *Bridges* (K/20), *Push, Pull, Lift* (I/16), *Taking Photographs* (M/28) **Unit 7:** *Getting Around the Wild West* (J/18), *George Catlin* (J/18), *The Underground Railroad* (L/24) **Unit 8:** *Let's Look at the Dinosaurs* (G/11), *Earth's Surface* (H/14), *Mountains* (K/20), *Twisters* (L/24) **Unit 9:** *People Work in Our Community* (G/11), *Where Does Food Come From?* (M/28) **Unit 10:** *Water All Around* (F/10), *Four Faces in Rock* (J/18) **READER'S THEATER HANDBOOK: Unit 1:** 9, 10, 12, 13
RI.2.8	Describe how reasons support specific points the author makes in a text.	**TEACHER RESOURCE SYSTEM: Unit 1:** 16–17, 64 **Unit 5:** 16–17 **Unit 8:** 152–153, 206–207, 214–215, 222–223 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *My Mom, Our Mayor* (H/13) **Unit 7:** *George Catlin* (J/18) **Unit 9:** *Simple Simon Is So Simple!* (G/12)
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.	**TEACHER RESOURCE SYSTEM: Unit 1:** 38–39, 76–77, 108–109, 38–39 **Unit 3:** 76–77, 108–109 **Unit 5:** 38–39, 76–77, 108–109 **Unit 7:** 38–39, 76–77, 108–109 **Unit 8:** 158–159, 196–197, 228–229 **Unit 9:** 38–39, 76–77, 108–109 **Unit 10:** 158–159, 196–197, 228–229
Range of Reading and Level of Text Complexity		**Benchmark Advance**
RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**TEACHER RESOURCE SYSTEM: Unit 1:** 8–9, 28, 42–43, 48–49, 56–57, 106, 116–117 **Unit 3:** 8–9, 28, 48–49, 56–57 **Unit 5:** 8–9, 24–25, 28, 42–43, 48–49, 56–57, 68, 80–81, 86–87, 94–95, 106, 116–117 **Unit 6:** 188, 200–201 **Unit 7:** 48–49, 56–57, 86–87, 94–95, 106, 116–117 **Unit 8:** 128–129, 144–145, 148, 162–163, 168–169, 176–177, 206–207, 214–215, 226, 236–237 **Unit 9:** 8–9, 48–49, 56–57, 68, 80–81 **Unit 10:** 128–129, 144–145, 148, 162–163, 168–169, 176–177, 188, 200–201, 206–207, 214–215, 226, 236–237 **GRADE 2 TEXTS FOR CLOSE READING:** The informational texts in these units reflect the range of informational genres students will read in the grades 2–3 text complexity band. **Unit 1: Government at Work** (informational social studies, technical/procedural text, interview) **Unit 2: Characters Face Many Challenges** (informational social studies) **Unit 3: Plants and Animals in Their Habitat (**informational science) **Unit 5: Solving Problems through Technology** (informational social studies, informational science, biography) **Unit 6: Tales to Live By** (informational social studies) **Unit 7: Investigating the Past** (informational social studies, journal entry, diary, biography,) **Unit 8: Wind and Water Change Earth** (opinion pieces, news articles, informational science,) **Unit 9: Buyers and Sellers (**informational social studies, technical/procedural texts) **Unit 10: States of Matter** (informational science, technical/procedural text)
Reading Standards: Foundational Skills		
Phonics and Word Recognition		**Benchmark Advance**
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA	
RF.2.3a	Distinguish long and short vowels when reading regularly spelled one-syllable words.	**TEACHER RESOURCE SYSTEM: Unit 1:** 6–7, 12–13, 14, 20–21, 22–23, 28, 36, 42–43, 52–53, 60–61, 68, 74, 80–81, 85, 90–91, 100, 116–117 **Unit 2:** 132–133, 172–173, 200–201, 210–211, 236–237 **Unit 3:** 6–7, 12–13, 20–21, 42–43 **Unit 6:** 149 **Unit 7:** 22–23, 29 **Unit 8:** 142–143, 149 **Unit 9:** 29 **Unit 10:** 149 **READER'S THEATER HANDBOOK: Unit 6:** 69

RF.2.3b	Know spelling-sound correspondences for additional common vowel teams.	**TEACHER RESOURCE SYSTEM: Unit 1:** 90–91, 93, 98–99, 106, 107, 112, 116–117 **Unit 2:** 126–127, 132–133, 135, 140–141, 142–143, 148, 149, 156, 167, 172–173, 174–175, 180–181, 188, 189, 194, 200–201, 205, 210–211, 212–213, 218–219, 220, 226, 227, 232, 236–237 **Unit 3:** 12–13, 14, 20–21, 28, 29, 36, 42–43, 47, 52–53, 60–61, 68, 74, 80–81, 90–91, 98–99, 106, 112, 116–117 **Unit 4:** 132–133, 140–141, 142–143, 148, 156, 162–163, 172–173, 180–181, 188, 189, 194, 200–201, 210–211, 218–219, 226, 232, 236–237 **Unit 5:** 22–23, 52–53, 54–55, 60–61, 68, 69, 74, 80–81, 85, 90–91, 92–93, 98–99, 106, 112, 116–117 **Unit 6:** 132–133, 134, 140–141, 148, 156, 162–163, 167, 174–175, 180–181, 188, 189, 194, 200–201, 210–211, 212–213, 218–219, 226, 232, 236–237 **Unit 7:** 12–13, 20–21, 28, 36, 42–43, 47, 52–53, 60–61, 62, 68, 74, 75, 80–81, 90–91, 98–99, 106, 112, 116–117 **Unit 8:** 126–127, 149, 172–173, 180–181, 188, 194, 200–201, 210–211, 218–219, 226, 232, 236–237 **Unit 9:** 12–13, 20–21, 22–23, 28, 36, 42–43, 113 **Unit 10:** 142–143
RF.2.3c	Decode regularly spelled two-syllable words with long vowels.	**TEACHER RESOURCE SYSTEM: Unit 1:** 52–53, 60–61, 68, 74, 80–81, 106, 112, 116–117 **Unit 2:** 148, 156, 162, 188, 194, 200–201, 226, 232, 236 **Unit 3:** 6–7, 12–13, 20–21, 28, 36, 42–43, 68, 74, 80–81, 106, 112, 116–117 **Unit 4:** 140–141, 148, 156, 162–163, 188, 194, 200–201, 226, 232, 236–237 **Unit 5:** 6–7, 12–13, 14, 20–21, 28, 29, 36, 42–43, 47, 68, 74, 80–81, 100, 106, 112, 116–117 **Unit 6:** 132–133, 148, 156, 162–163, 188, 200–201, 226, 232, 236–237 **Unit 7:** 12–13, 20–21, 28, 36, 42–43, 52–53, 60–61, 68, 74, 80–81, 90–91, 98–99, 106, 112, 116–117 **Unit 8:** 172–173, 180–181, 188, 194, 200–201, 210–211, 218–219, 226, 232, 236–237 **Unit 9:** 12–13, 20–21, 28, 36, 42–43, 52–53, 60–61, 68, 74, 80–81, 112, 116–117 **Unit 10:** 156, 162–163, 172–173, 180–181, 188, 194, 200–201, 210–211, 213, 218–219, 226, 232, 236–237 **READER'S THEATER HANDBOOK: Unit 5:** 57, 58
RF.2.3d	Decode words with common prefixes and suffixes.	**TEACHER RESOURCE SYSTEM: Unit 1:** 37, 112 **Unit 2:** 156, 194, 200–201, 232, 236–237 **Unit 3:** 22–23, 36, 37, 42–43, 74, 112, 116–117 **Unit 4:** 156, 162–163, 194, 200–201, 232, 236–237 **Unit 5**: 36, 37, 54–55, 74, 112 **Unit 6:** 156, 227, 232 **Unit 7:** 37, 90–91, 98–99, 106, 112, 116–117 **Unit 8:** 172–173, 180–181, 188, 194, 200–201, 210–211, 218–219, 226, 232, 236–237 **Unit 9:** 12–13, 20–21, 28, 36, 42–43, 47, 100 **Unit 10:** 172–173, 174–175, 180–181, 188, 194–195, 200–201, 205, 210–211, 213, 218–219, 220, 226, 227, 232, 236–237 **LEVELED TEXT TEACHER'S GUIDES: Unit 3:** *Plants and Animals in Different Seasons* (J/18) **READER'S THEATER HANDBOOK: Unit 5:** 57, 58
RF.2.3e	Identify words with inconsistent but common spelling-sound correspondences.	**TEACHER RESOURCE SYSTEM: Unit 1:** 52–53, 54–55, 60–61, 68, 74, 80–81, 90–91, 98–99, 106, 112, 116–117 **Unit 2:** 132–133, 140–141, 148, 156, 172–173, 180–181, 188, 194, 200–201, 210–211, 218–219, 226, 232, 236–237 **Unit 3:** 12–13, 20–21, 28, 36, 42–43, 52–53, 60–61, 68, 74, 80–81, 90–91, 98–99, 106, 112, 116–117 **Unit 4:** 132–133, 140–141, 148, 162–163, 172–173, 180–181, 188, 194, 200–201, 210–211, 218–219, 226, 232, 236–237 **Unit 5:** 12–13, 20–21, 28, 36, 42–43, 52–53, 60–61, 68, 74, 80–81, 90–91, 98–99, 106, 112, 116–117 **Unit 6:** 132–133, 140–141, 148, 156, 162–163, 172–173, 180–181, 188, 194, 200–201, 210–211, 218–219, 226, 232, 236–237 **Unit 7:** 12–13, 20–21, 28, 36, 42–43, 52–53, 54–55, 60–61, 68, 74, 80–81, 90–91, 98–99, 106, 112, 116–117 **Unit 8:** 132–133, 140–141, 148, 156, 162–163, 172–173, 180–181, 188, 194, 200–201, 210–211, 218–219, 226, 232, 236–237 **Unit 9:** 6–7, 12–13, 20–21, 28, 36, 42–43, 52–53, 60–61, 68, 74, 80–81, 90–91, 92–93, 98–99, 106, 112, 116–117 **Unit 10:** 126–127, 132–133, 140–141, 148, 156, 162–163, 167, 172–173, 180–181, 188, 194, 200–201, 210–211, 218–219, 226, 232, 236–237 **READER'S THEATER HANDBOOK: Unit 5:** 57 **Unit 7:** 81, 82

RF.2.3f	Recognize and read grade-appropriate irregularly spelled words.	**TEACHER RESOURCE SYSTEM: Unit 1:** 12–13, 14, 20–21, 28, 29, 36, 42–43, 52–53, 54–55, 60–61, 68, 74, 80–81, 90–91, 92–93, 98–99, 106, 107, 112, 116–117 **Unit 2:** 132–133, 134, 140–141, 148, 156, 172–173, 174–175, 180–181, 188, 194, 200–201, 210–211, 212–213, 218–219, 226, 232, 236–237 **Unit 3:** 12–13, 14, 20–21, 28, 36, 42–43, 52–53, 54–55, 60–61, 68, 74, 80–81, 90–91, 92–93, 98–99, 106, 112, 116–117 **Unit 4:** 132–133, 134, 140–141, 148, 156, 162–163, 172–173, 174–175, 180–181, 188, 194, 200–201, 210–211, 212–213, 218–219, 226, 232, 236–237 **Unit 5:** 12–13, 14, 20–21, 28, 36, 42–43, 52–53, 54–55, 60–61, 68, 74, 80–81, 90–91, 92–93, 98–99, 106, 112, 116–117 **Unit 6:** 132–133, 134, 140–141, 148, 156, 162–163, 172–173, 174–175, 180–181, 188, 194, 200–201, 210–211, 212–213, 218–219, 226, 232, 236–237 **Unit 7:** 12–13, 14, 20–21, 28, 36, 42–43, 52–53, 54–55, 60–61, 68, 74, 80–81, 90–91, 92–93, 98–99, 106, 112, 116–117 **Unit 8:** 132–133, 134, 140–141, 148, 156, 162–163, 172–173, 174–175, 180–181, 188, 194, 200–201, 210–211, 212–213, 218–219, 226, 232, 236–237 **Unit 9:** 12–13, 14, 20–21, 28, 36, 42–43, 52–53, 54–55, 60–61, 68, 74, 80–81, 90–91, 92–93, 98–99, 106, 112, 116–117 **Unit 10:** 132–133, 134, 140–141, 148, 156, 162–163, 172–173, 174–175, 180–181, 188, 194, 200–201, 210–211, 212–213, 218–219, 226, 232, 236–237 **READER'S THEATER HANDBOOK: Unit 6:** 75, 76
Fluency		**Benchmark Advance**
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.	
RF.2.4a	Read on-level text with purpose and understanding.	**TEACHER RESOURCE SYSTEM: Unit 1:** 6–7, 14, 22–23, 29, 47, 54–55, 62, 69, 85, 92–93, 100, 107 **Unit 2:** 126–127, 134, 142–143, 149, 167, 174–175, 182, 189, 205, 212–213, 220, 227 **Unit 3:** 6–7, 14, 22–23, 29, 47, 54–55, 62, 69, 85, 92–93, 100, 107 **Unit 4:** 126–127, 134, 142–143, 149, 167, 174–175, 182, 189, 205, 212–213, 220, 227 **Unit 5:** 6–7, 14, 22–23, 29, 47, 54–55, 62, 69, 85, 92–93, 100, 107 **Unit 6:** 126–127, 134, 142–143, 149, 167, 174–175, 182, 189, 205, 212–213, 220, 227 **Unit 7:** 6–7, 14, 22–23, 29, 47, 54–55, 62, 69, 85, 92–93, 100, 107 **Unit 8:** 126–127, 134, 142–143, 149, 167, 174–175, 182, 189, 205, 212–213, 220, 227 **Unit 9:** 6–7, 14, 22–23, 29, 47, 54–55, 62, 69, 85, 92–93, 100, 107 **Unit 10:** 126–127, 134, 142–143, 149, 167, 174–175, 182, 189, 205, 212–213, 220, 227 **READER'S THEATER HANDBOOK: Unit 1:** 10, 11, 12, 13, 16, 17, 18, 19 **Unit 2:** 22, 23, 24, 25, 28, 29, 30, 31 **Unit 3:** 34, 35, 36, 37 **Unit 4:** 45, 46, 49, 51, 52, 53, 54, 55 **Unit 5:** 58, 59, 60, 61, 63, 64, 65, 66, 67 **Unit 6:** 69, 70, 75, 76, 77, 78, 79 **Unit 7:** 81, 82, 83, 84, 85, 87, 88, 89, 90, 91 **Unit 8:** 93, 94, 95, 96, 97, 100, 101, 102, 103 **Unit 9:** 106, 107, 108, 109, 112, 113, 114, 115 **Unit 10:** 118, 119, 120, 121, 124, 125, 127
RF.2.4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	**TEACHER RESOURCE SYSTEM: Unit 1:** 6–7, 14, 22–23, 28, 47, 54–55, 62, 68, 75, 85, 92–93, 100, 106 **Unit 2:** 126–127, 134, 142–143, 149, 157, 167, 174–175, 182, 189, 195, 205, 212–213, 220, 227, 233 **Unit 3:** 6, 14, 22–23, 29, 47, 54–55, 62, 69, 75, 92–93, 100, 107, 113 **Unit 4:** 126, 134, 142–143, 149, 157, 167, 174–175, 182, 189, 195, 205, 212–213, 220, 227, 233 **Unit 5:** 14, 22–23, 29, 37, 47, 54–55, 62, 69, 75, 85, 92–93, 100, 107, 113 **Unit 6:** 126–127, 134, 142–143, 149, 157, 167, 174–175, 182, 189, 195, 205, 212–213, 220, 227 **Unit 7:** 6–7, 14, 29, 47, 54–55, 62, 69, 85, 92–93, 100, 107 **Unit 8:** 126–127, 134, 142–143, 149, 157, 167, 174–175, 182, 189, 195, 205, 212–213, 220, 227, 233 **Unit 9:** 6–7, 14, 22–23, 29, 37, 47, 54–55, 62, 69, 75, 85, 92–93, 100, 107 **Unit 10:** 126–127, 134, 142–143, 149, 157, 167, 174–175, 182, 189, 195, 205, 212–213, 220, 227, 233 **READER'S THEATER HANDBOOK: Unit 1:** 10, 11, 12, 13, 16, 17, 18, 19 **Unit 2:** 22, 23, 24, 25, 28, 29, 30, 31 **Unit 3:** 34, 35, 36, 37, 39, 40, 41, 42, 43 **Unit 4:** 47, 48 **Unit 5:** 58, 59, 60, 61, 63, 64, 65, 66, 67 **Unit 6:** 69, 70, 71, 72, 73, 75, 76, 77, 78, 79 **Unit 7:** 81, 82, 83, 84, 85, 87, 88, 89, 90, 91 **Unit 8:** 93, 94, 95, 96, 97, 100, 101, 102, 103 **Unit 9:** 106, 107, 108, 109, 112, 113, 114, 115 **Unit 10:** 118, 119, 120, 121, 124, 125, 127
RF.2.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**TEACHER RESOURCE SYSTEM: Unit 1:** 6–7, 14, 22–23, 29, 47, 54–55, 62, 69, 85, 92–93, 100, 107 **Unit 2:** 126–127, 134, 142–143, 149, 162, 167, 174–175, 182, 189, 200, 205, 212–213, 220, 227, 236 **Unit 3:** 6–7, 14, 29, 47, 54–55, 62, 69, 92–93, 100, 107 **Unit 4:** 126–127, 134, 142–143, 149, 167, 174–175, 182, 189, 205, 212–213, 220, 227 **Unit 5:** 6–7, 14, 22–23, 29, 47, 54–55, 62, 69, 85, 92–93, 100, 107 **Unit 6:** 126–127, 134, 142–143, 149, 167, 174–175, 182, 189, 205, 212–213, 220, 227 **Unit 7:** 6–7, 14, 22–23, 29, 47, 54–55, 62, 69, 85, 92–93, 100, 107 **Unit 8:** 126–127, 134, 142–143, 149, 167, 174–175, 182, 189, 205, 212–213, 220, 227 **Unit 9:** 6–7, 14, 22–23, 29, 47, 54–55, 62, 69, 85, 92–93, 100, 107 **Unit 10:** 126–127, 134, 142–143, 149, 167, 174–175, 182, 189, 195, 205, 212–213, 220, 227 **READER'S THEATER HANDBOOK: Unit 1:** 10, 11, 12, 13, 16, 17, 18, 19 **Unit 2:** 22, 23, 24, 25, 28, 29, 30, 31 **Unit 3:** 34, 35, 36, 37, 39, 40, 41, 42, 43 **Unit 4:** 51 **Unit 5:** 58, 59, 60, 61 **Unit 6:** 69, 70, 71, 72, 73, 75, 76, 77, 78, 79 **Unit 7:** 81, 82, 83, 84, 85, 87, 88, 89, 90, 91 **Unit 8:** 93, 94, 95, 96, 97, 100, 101, 102, 103 **Unit 9:** 106, 107, 108, 109, 112, 113, 114, 115 **Unit 10:** 118, 119, 120, 121, 124, 125, 127

Benchmark Advance **Correlation to the California Common Core ELA Standards for Grade 2**

Writing Standards		
Types and Purposes		**Benchmark Advance**
W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	**TEACHER RESOURCE SYSTEM: Unit 1:** 88–89, 96–97, 104–105, 110–111, 114–115 **Unit 2:** 208–209, 216–217, 224–225, 230–231, 234–235 **Unit 3:** 88–89, 96–97, 104–105, 110–111, 114–115 **Unit 4:** 224–225, 230–231, 234–235 **Unit 5:** 88–89, 96–97, 104–105, 110–111, 114–115 **Unit 6:** 160–161, 208–209, 216–217, 224–225, 230–231, 234–235 **Unit 7:** 40–41, 88–89, 96–97, 104–105, 110–111, 114–115 **Unit 10:** 154–155, 178–179, 208–209, 216, 224–225, 230–231, 234–235
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	**TEACHER RESOURCE SYSTEM: Unit 1:** 50–51, 58–59, 66–67, 72–73, 78–79 **Unit 2:** 170–171, 178–179, 186–187, 192–193, 198–199 **Unit 3:** 50–51, 58–59, 66–67, 72–73, 78–79 **Unit 4:** 138–139, 146–147, 154–155, 160–161 **Unit 5:** 50–51, 58–59, 66–67, 72–73, 78–79 **Unit 6:** 130–131, 138–139, 146–147, 154–155 **Unit 7:** 10–11, 18–19, 26–27, 34–35 **Unit 8:** 208–209, 216–217, 224–225, 230–231, 234–235 **WRITING AND LANGUAGE HANDBOOK:** 90-99 (Informative/Explanatory Writing to Sources); Informational Reports BLM A-E, 108-117 (Writing to Multiple Narrative Sources); Realistic Fiction BLM A-K
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	**TEACHER RESOURCE SYSTEM: Unit 1:** 10–11, 18–19, 26–27, 34–35, 40–41 **Unit 2:** 130–131, 138–139, 146–147, 154–155, 160–161 **Unit 3:** 10–11, 18–19, 26–27, 34–35, 40–41 **Unit 4:** 178–179, 192–193, 198–199 **Unit 5:** 10–11, 18–19, 26–27, 34–35, 40–41 **Unit 6:** 170–171, 178–179, 186–187, 192–193, 198–199 **Unit 7:** 50–51, 58–59, 66–67, 72–73, 78–79 **Unit 9:** 88–89, 96–97, 104–105, 110–111, 114–115 **WRITING AND LANGUAGE HANDBOOK**: 72-81 (Narrative Writing to Sources); Personal Narratives BLM A-E
Production and Distribution of Writing		**Benchmark Advance**
W.2.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA	**TEACHER RESOURCE SYSTEM: Unit 1:** 10–11, 18–19, 26–27, 34–35, 40–41, 50–51, 58–59, 66–67, 72–73, 78–79, 88–89, 96–97, 104–105, 110–111, 114–115 **Unit 2:** 130–131, 138–139, 146–147, 154–155, 160–161, 170–171, 178–179, 186–187, 192–193, 198–199, 208–209, 216–217, 224–225, 230–231, 234–235 **Unit 3:** 10–11, 18–19, 26–27, 34–35, 40–41, 50–51, 58–59, 66–67, 72–73, 78–79, 88–89, 96–97, 104–105, 110–111, 114–115 **Unit 4:** 138–139, 146–147, 154–155, 160–161, 178–179, 186–187, 192–193, 198–199, 216–217, 224–225, 230–231, 234–235 **Unit 5:** 10–11, 18–19, 26–27, 34–35, 40–41, 50–51, 58–59, 66–67, 72–73, 78–79, 88–89, 96–97, 104–105, 110–111, 114–115 **Unit 6:** 130–131, 146–147, 154–155, 160–161, 170–171, 178–179, 186–187, 192–193, 198–199, 208–209, 216–217, 224–225, 230–231, 234–235 **Unit 7:** 10–11, 18–19, 26–27, 34–35, 40–41, 50–51, 58–59, 66–67, 72–73, 78–79, 88–89, 96–97, 104–105, 110–111, 114–115 **Unit 8:** 170–171, 178–179, 186–187, 208–209, 216–217, 224–225, 230–231, 234–235 **Unit 9:** 34–35, 50–51, 58–59, 66–67, 88–89, 96–97, 104–105, 110–111, 114–115 **Unit 10:** 154–155, 170–171, 178–179, 186–187, 192–193, 208–209, 216–217, 224–225, 230–231, 234–235 **WRITING AND LANGUAGE HANDBOOK:** 4-5 (Introduce Opinion Writing)
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	**TEACHER RESOURCE SYSTEM: Unit 1:** 40–41, 78–79, 114–115 **Unit 2:** 160–161, 198–199, 234–235, 40–41, 78–79, 114–115 **Unit 3**: 40–41 **Unit 4:** 160–161, 198–199, 234–235 **Unit 5:** 40–41, 78–79, 114–115 **Unit 6:** 160–161, 198–199, 234–235 **Unit 7:** 40–41, 78–79, 114–115 **Unit 8:** 230–231, 234–235 **Unit 9:** 110–111, 114–115, 230–231, 234–235 **WRITING AND LANGUAGE HANDBOOK:** 24-37 (Model The Writing Process; Author's Craft), 38-39 (Use a Checklist to Edit a Draft); Opinion Checklist, 40-41 (Use Keyboarding Skills to Publish an Opinion), 58-59, 62-63 (Revise and Edit a Response 1-2); Opinion Checklist, 80-81 (Revise and Edit a Response to a Prompt), 98-99, 116-117, 140-141 (Revise and Edit a Response)
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	**TEACHER RESOURCE SYSTEM: Unit 1:** 119 **Unit 8:** 235 **Unit 9:** 115 **Unit 10:** 224–225, 234–235

Benchmark Advance **Correlation to the California Common Core ELA Standards for Grade 2**

Research to Build and Present Knowledge		**Benchmark Advance**
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	**TEACHER RESOURCE SYSTEM: Unit 4:** 130–131, 138–139, 146–147, 154–155, 170–171, 178–179, 186–187, 192–193, 208–209, 216–217, 224–225, 230–231 **Unit 8:** 130–131, 138–139, 146–147, 154–155, 160–161, 170–171, 178–179, 186–187, 192–193, 198–199 **Unit 9:** 10–11, 18–19, 26–27, 34–35, 40–41, 50–51, 58–59, 66–67, 72–73, 78–79 **Unit 10:** 130–131, 138–139, 146–147, 154–155, 160–161, 170–171, 178–179, 186–187, 192–193, 198–199, 208–209, 216–217, 224–225, 230–231, 235
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	**TEACHER RESOURCE SYSTEM: Unit 1:** 26–27, 34–35, 40–41, 58–59, 66–67, 96–97, 104–105, 110–111 **Unit 2:** 138–139, 146–147, 154–155, 160–161, 186–187, 216–217, 224–225, 230–231 **Unit 3:** 18–19, 26–27, 34–35, 40–41, 58–59, 66–67, 96–97, 104–105, 110–111 **Unit 4:** 130–131, 138–139, 146–147, 154–155, 170–171, 178–179, 186–187, 192–193, 208–209, 216–217, 224–225, 230–231 **Unit 5:** 58–59, 66–67, 78–79, 96–97, 104–105, 110–111 **Unit 6:** 146–147, 154–155, 216–217, 224–225, 230–231 **Unit 7:** 26–27, 34–35, 88–89, 96–97, 104–105, 110–111 **Unit 8:** 130–131, 138–139, 146–147, 154–155, 160–161, 170–171, 178–179, 186–187, 192–193, 198–199 **Unit 9:** 10–11, 18–19, 26–27, 34–35, 40–41, 50–51, 58–59, 66–67, 72–73, 78–79 **Unit 10:** 130–131, 138–139, 146–147, 154–155, 160–161, 170–171, 178–179, 186–187, 192–193, 198–199 **WRITING AND LANGUAGE HANDBOOK:** 20-21 (Organize an Opinion Using a Planning Chart); Opinion BLM F, 22-23 (State Your Opinion and Reasons Clearly), 28-29 (Choose Words from Texts to Support Your Opinion), 30-31 (Write a Concluding Statement or Section), 32-33 (Write About Literature in the Present Tense), 96-97, 114-115 (Draft a Response); Informational Report Checklist, 136-139 (Model Writing to Sources); Opinion Checklist
W.2.9	(Begins in grade 4)	
Range of Writing		**Benchmark Advance**
W.2.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA	**TEACHER RESOURCE SYSTEM: Unit 1:** AR2, 18–19, 26–27, 34–35, 40–41, 50–51, 58–59, 66–67, 72–73, 78–79, 88–89, 96–97, 104–105, 110–111, 114–115 **Unit 2:** 130–131, 138–139, 146–147, 154–155, 160–161, 170–171, 178–179, 186–187, 192–193, 198–199, 208–209, 216–217, 224–225, 230–231, 234–235 **Unit 3:** 10–11, 18–19, 26–27, 34–35, 40–41, 50–51, 58–59, 66–67, 72–73, 78–79, 88–89, 96–97, 104–105, 110–111, 114–115 **Unit 4:** AR4, 138–139, 146–147, 154–155, 160–161, 178–179, 186–187, 192–193, 198–199, 216–217, 224–225, 230–231, 234–235 **Unit 5:** 10–11, 18–19, 26–27, 34–35, 40–41, 50–51, 58–59, 66–67, 72–73, 78–79, 88–89, 96–97, 104–105, 110–111, 114–115 **Unit 6:** 130–131, 138–139, 146–147, 154–155, 160–161, 170–171, 186–187, 192–193, 198–199, 208–209, 216–217, 224–225, 230–231, 234–235 **Unit 7:** 10–11, 18–19, 26–27, 34–35, 40–41, 50–51, 58–59, 66–67, 72–73, 78–79, 88–89, 96–97, 104–105, 110–111, 114–115 **Unit 8:** AR4, 170–171, 178–179, 186–187, 192–193, 198–199, 208–209, 216–217, 224–225, 230–231, 234–235 **Unit 9:** 34–35, 50–51, 58–59, 66–67, 72–73, 78–79, 88–89, 96–97, 104–105, 110–111, 114–115 **Unit 10:** 154–155, 170–171, 178–179, 186–187, 192–193, 198–199, 208–209, 216–217, 224–225, 230–231, 234–235
Speaking and Listening Standards		
Comprehension and Collaboration		**Benchmark Advance**
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and	
SL.2.1a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways listening to others with care, speaking one at a time about the topics and texts under discussion).	**TEACHER RESOURCE SYSTEM: Unit 1:** 32–33, 38–39, 46, 76–77, 84, 96–97, 102–103, 114–115 **Unit 2:** 146–147, 150–151, 178–179, 196–197, 204, 216–217, 234–235 **Unit 3:** 10–11, 16–17, 18–19, 38–39, 58–59, 64–65, 72–73, 78–79, 84–85, 110–111 **Unit 4:** 124–125, 130–131, 146–147, 166, 170–171, 184–185, 196–197, 204, 208–209, 216–217, 224–225 **Unit 5:** 24–25, 26–27, 34–35, 38–39, 46, 72–73, 78–79, 84, 96–97, 104–105, 110–111, 114–115 **Unit 6:** 135, 146–147, 160–161, 166, 170–171, 178–179, 192–193, 198–199, 204, 208–209, 224–225, 230–231, 234–235 **Unit 7:** 10–11, 18–19, 26–27, 34–35, 46, 58–59, 66–67, 72–73, 78–79, 84, 114–115, 118–119 **Unit 8:** 146–147, 154–155, 158–159, 160–161, 166, 178–179, 186–187, 192–193, 198–199, 204, 208–209, 230–231 **Unit 9:** 4–5, 16–17, 26–27, 30–31, 38–39, 46, 50–51, 58–59, 66–67, 72–73, 78–79, 84, 96–97, 104–105, 110–111, 114–115 **Unit 10:** 135, 138–139, 146–147, 152–153, 160–161, 166, 178–179, 186–187, 192–193, 204, 208–209, 216–217, 224–225, 230–231, 234–235, 238–239 **READER'S THEATER HANDBOOK: Unit 1:** 9

SL.2.1b	Build on others' talk in conversations by linking their comments to the remarks of others.	**TEACHER RESOURCE SYSTEM: Unit 1:** 4–5, 10–11, 18–19, 26–27, 30–31, 34–35, 40–41, 50–51, 58–59, 66–67, 72–73, 78–79, 86–87, 88–89, 108–109, 118–119 **Unit 2:** 125, 130–131, 138–139, 154–155, 160–161, 166, 168–169, 170–171, 176–177, 186–187, 192–193, 198–199, 206–207, 208–209, 214–215, 224–225, 230–231, 238–239 **Unit 3:** 4–5, 26–27, 34–35, 40–41, 46, 48–49, 50–51, 56–57, 66–67, 70–71, 76–77, 86–87, 88–89, 94–95, 96–97, 104–105, 114–115, 118 **Unit 4:** 124–125, 138–139, 154–155, 160–161, 168–169, 176–177, 178–179, 186–187, 192–193, 198–199, 206–207, 214–215, 230–231, 234–235, 238–239 **Unit 5:** 4–5, 10–11, 18–19, 40–41, 48–49, 50–51, 56–57, 58–59, 64–65, 66–67, 70–71, 76–77, 86–87, 88–89, 94–95, 102–103, 108–109, 118–119 **Unit 6:** 124–125, 130–131, 138–139, 154–155, 168–169, 176–177, 184–185, 186–187, 190–191, 196–197, 206–207, 214–215, 216–217, 222–223, 238–239 **Unit 7:** 4–5, 40–41, 48–49, 50–51, 56–57, 64–65, 70–71, 76–77, 86–87, 94–95, 102–103, 108–109, 118–119 **Unit 8:** 124–125, 130–131, 138–139, 168–169, 170–171, 176–177, 190–191, 196–197, 206–207, 214–215, 216–217, 224–225, 228–229, 234–235, 238–239 **Unit 9:** 4–5, 18–19, 34–35, 40–41, 48–49, 56–57, 64–65, 70–71, 76–77, 86–87, 88–89, 94–95, 102–103, 108–109, 118–119 **Unit 10:** 124–125, 154–155, 168–169, 170–171, 176–177, 184–185, 190–191, 196–197, 198–199, 206–207, 214–215, 222–223, 228–229 **READER'S THEATER HANDBOOK: Unit 1:** 9
SL.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.	**TEACHER RESOURCE SYSTEM:** RR2, RR7, RR50 **Unit 1:** 4–5, 8–9, 16–17, 24–25, 48–49, 56–57, 64–65, 70–71, 94–95 **Unit 2**: 128–129, 135, 136–137, 144–145, 158–159, 184–185, 190–191, 222–223, 228–229 **Unit 3:** 8–9, 15, 24–25, 30–31, 102–103, 108–109 **Unit 4:** 128–129, 135, 136–137, 144–145, 152–153, 158–159, 190–191, 214–215, 222–223, 228–229 **Unit 5:** 4–5, 8–9, 16–17, 30–31, 32–33 **Unit 6:** 128–129, 136–137, 144–145, 150–151, 152–153, 158–159, 228–229 **Unit 7:** 8–9, 16–17, 24–25, 38–39, 88–89, 96–97 **Unit 8:** 128–129, 144–145, 152–153, 184–185, 222–223 **Unit 9:** 8–9, 10–11, 24–25, 32–33 **Unit 10:** 128–129, 130–131, 136–137, 144–145, 158–159, 238–239 **READER'S THEATER HANDBOOK: Unit 8:** 99, 100
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	**TEACHER RESOURCE SYSTEM: Unit 1:** 4–5, 8–9, 16–17, 24–25, 30–31, 32–33, 37, 38–39, 46, 48–49, 56–57, 64–65, 70–71, 75, 76–77, 84, 86–87, 94–95, 102–103, 108–109, 113, 118 **Unit 2:** 124–125, 128–129, 135, 136–137, 144–145, 150–151, 157, 158–159, 166, 168–169, 176–177, 184–185, 190–191, 195, 196–197, 204, 206–207, 214–215, 222–223, 228–229, 233, 238–239 **Unit 3:** 4–5, 8–9, 15, 16–17, 24–25, 30–31, 37, 38–39, 46, 48–49, 56–57, 64–65, 70–71, 75, 76–77, 84–85, 86–87, 94–95, 102–103, 108–109, 113, 118 **Unit 4:** 124–125, 128–129, 135, 136–137, 144–145, 152–153, 157, 158–159, 166, 168–169, 176–177, 184–185, 190–191, 195, 196–197, 204, 206–207, 214–215, 222–223, 228–229, 233, 238–239 **Unit 5:** 4–5, 8–9, 16–17, 24–25, 30–31, 32–33, 37, 38–39, 46, 48–49, 56–57, 64–65, 70–71, 75, 76–77, 84, 86–87, 94–95, 102–103, 108–109, 113, 118 **Unit 6:** 124–125, 128–129, 135, 136–137, 144–145, 150–151, 152–153, 157, 158–159, 166, 168–169, 176–177, 184–185, 190–191, 195, 196–197, 204, 206–207, 214–215, 222–223, 228–229, 233, 238–239 **Unit 7:** 4–5, 8–9, 15, 16–17, 37, 38–39, 46, 48–49, 50–51, 56–57, 64–65, 70–71, 75, 76–77, 84, 86–87, 88–89, 94–95, 96–97, 102–103, 108–109, 113, 118–119 **Unit 8:** 124–125, 128–129, 144–145, 152–153, 157, 158–159, 166, 168–169, 176–177, 184–185, 190–191, 195, 196–197, 204, 206–207, 214–215, 222–223, 228–229, 233, 238 **Unit 9:** 4–5, 8–9, 16–17, 24–25, 30–31, 32–33, 37, 38–39, 46, 48–49, 56–57, 64–65, 70–71, 75, 76–77, 84, 86–87, 94–95, 102–103, 108–109, 113, 118–119 **Unit 10:** 124–125, 128–129, 135, 136–137, 144–145, 152–153, 157, 158–159, 166, 168–169, 176–177, 184–185, 190–191, 195, 196–197, 204, 206–207, 214–215, 222–223, 228–229, 233, 238–239 **READER'S THEATER HANDBOOK: Unit 1:** 15 **Unit 2:** 21, 24, 25, 27, 30, 31 **Unit 3:** 33, 36, 37 **Unit 7:** 87, 88, 89, 90, 91 **Unit 9:** 105, 111, 112, 113, 114, 115 **Unit 10:** 117, 118, 119, 120, 121, 123, 124, 125, 126, 127
SL.2.2a	Give and follow three- and four-step oral directions. CA	**TEACHER RESOURCE SYSTEM: Unit 1:** 46, 84, 118–119 **Unit 2:** 124, 166, 204 **Unit 3:** 4–5, 46, 84–85, 118 **Unit 4:** 124–125, 166, 204, 238–239 **Unit 5:** 4–5, 46, 84, 118–119 **Unit 6:** 124, 204, 238–239 **Unit 7:** 46, 50–51, 118–119 **Unit 8:** 124–125, 166, 168–169, 204, 238–239 **Unit 9:** 4, 46, 84, 118–119 **Unit 10:** 124–125, 166, 204, 238–239 **READER'S THEATER HANDBOOK: Unit 1:** 15

SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	**TEACHER RESOURCE SYSTEM: Unit 1:** AR2, 4–5, 8–9, 16–17, 24–25, 30–31, 32–33, 37, 38–39, 46, 48–49, 56–57, 64–65, 70–71, 75, 76–77, 84, 86–87, 94–95, 102–103, 108–109, 113, 118–119 **Unit 2:** 124–125, 128–129, 144–145, 157, 158–159, 166, 168–169, 176–177, 184–185, 190–191, 195, 196–197, 204, 206–207, 214–215, 222–223, 228–229, 233, 238–239 **Unit 3:** 4–5, 8–9, 16–17, 24–25, 30–31, 37, 38–39, 46, 48–49, 56–57, 64–65, 70–71, 75, 76–77, 84–85, 86–87, 94–95, 102–103, 108–109, 113, 118 **Unit 4:** 124–125, 128–129, 144–145, 157, 158–159, 166, 168–169, 176–177, 190–191, 195, 196–197, 204, 206–207, 214–215, 222–223, 228–229, 233, 238–239 **Unit 5:** AR3, 4–5, 8–9, 24–25, 37, 38–39, 46, 48–49, 56–57, 64–65, 70–71, 75, 76–77, 84, 86–87, 94–95, 102–103, 108–109, 113, 118–119 **Unit 6:** 124–125, 128–129, 144–145, 150–151, 157, 158–159, 166, 168–169, 176–177, 184–185, 190–191, 195, 196–197, 204, 206–207, 214–215, 222–223, 228–229, 233, 238–239 **Unit 7:** 4–5, 8–9, 15, 16–17, 37, 38–39, 46, 48–49, 50–51, 56–57, 64–65, 70–71, 75, 76–77, 84, 86–87, 88–89, 94–95, 96–97, 102–103, 108–109, 113, 118–119 **Unit 8:** 124–125, 128–129, 144–145, 157, 158–159, 166, 176–177, 184–185, 190–191, 195, 196–197, 204, 206–207, 214–215, 222–223, 228–229, 233, 238–239 **Unit 9:** AR3, 4–5, 8–9, 16–17, 24–25, 32–33, 37, 38–39, 46, 48–49, 56–57, 64–65, 70–71, 75, 76–77, 84, 86–87, 94–95, 102–103, 108–109, 113, 118–119 **Unit 10:** 124–125, 128–129, 135, 136–137, 144–145, 157, 158–159, 166, 168–169, 176–177, 184–185, 190–191, 195, 196–197, 204, 206–207, 214–215, 222–223, 228–229, 233, 238–239
Presentation of Knowledge and Ideas		**Benchmark Advance**
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	**TEACHER RESOURCE SYSTEM: Unit 1:** 86–87, 94–95, 118–119 **Unit 2:** 158–159, 168–169, 176–177, 206–207, 214–215, 228–229, 238–239 **Unit 3:** 30–31, 86–87, 94–95, 118 **Unit 4:** 158–159, 168–169, 176–177, 190–191, 206–207, 214–215, 228–229, 238–239, 118–119 **Unit 6:** 158–159, 228–229, 238–239 **Unit 7:** 118–119 **Unit 8:** 238–239 **Unit 9:** 86–87, 94–95, 118–119, 238–239 **READER'S THEATER HANDBOOK: Unit 2:** 24, 29, 30 **Unit 3:** 35, 36 **Unit 8:** 99, 100 **Unit 10:** 126
SL.2.4a	Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion. CA	**TEACHER RESOURCE SYSTEM: Unit 2:** AR4 **Unit 6:** AR4
SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	**TEACHER RESOURCE SYSTEM: Unit 1:** AR3, 118–119 **Unit 2:** 239 **Unit 3:** 118 **Unit 4:** 239 **Unit 5:** AR2,118–119 **Unit 6:** 238–239 **Unit 7:** 118–119 **Unit 8:** 238–239 **Unit 9:** AR2, 118–119 **Unit 10:** 238–239
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)	**TEACHER RESOURCE SYSTEM: Unit 1:** 38–39, 48–49, 56–57, 86–87, 94–95, 108–109, 118–119 **Unit 2:** 158–159, 168–169, 176–177, 206–207, 214–215, 228–229, 238–239 **Unit 3:** 6–7, 38–39, 48–49, 56–57, 76–77, 86–87, 94–95, 108–109, 118 **Unit 4:** 158–159, 168–169, 176–177, 190–191, 206–207, 214–215, 228–229, 238–239 **Unit 5:** 38–39, 48–49, 56–57, 64–65, 70–71, 76–77, 86–87, 94–95, 102–103, 108–109, 118–119 **Unit 6:** 158–159, 168–169, 176–177, 184–185, 190–191, 196–197, 206–207, 214–215, 222–223, 228–229, 238–239 **Unit 7:** 38–39, 48–49, 56–57, 86–87, 94–95, 108–109, 118–119 **Unit 8:** 158–159, 168–169, 176–177, 184–185, 190–191, 196–197, 206–207, 214–215, 222–223, 228–229, 238–239 **Unit 9:** 38–39, 48–49, 56–57, 64–65, 76–77, 86–87, 94–95, 108–109, 118–119 **Unit 10:** 158–159, 168–169, 176–177, 184–185, 190–191, 196–197, 206–207, 214–215, 222–223, 228–229, 238–239
Language Standards		
Conventions of Standard English		**Benchmark Advance**
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.2.1a	Use collective nouns (e.g., group).	**TEACHER RESOURCE SYSTEM: Unit 1:** 7, 72, 78 **READER'S THEATER HANDBOOK: Unit 6:** 75 **WRITING AND LANGUAGE HANDBOOK:** 152-153 (Use Collective Nouns), Language BLM 1

L.2.1b	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	**TEACHER RESOURCE SYSTEM: Unit 5:** 110, 114 **Unit 8:** 132–133, 134, 140–141, 148, 156, 162–163, 205 **WRITING AND LANGUAGE HANDBOOK:** 154-157 (Form/Use Irregular Plural Nouns), Language BLM 2-3
L.2.1c	Use reflexive pronouns (e.g., myself, ourselves).	**TEACHER RESOURCE SYSTEM: Unit 10:** 127, 157 **READER'S THEATER HANDBOOK: Unit 4:** 45 **WRITING AND LANGUAGE HANDBOOK:** 158-159 (Use Reflexive Nouns), Language BLM 4
L.2.1d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	**TEACHER RESOURCE SYSTEM: Unit 1:** 114–115 **Unit 2:** 195, 234 **Unit 6:** 178–179 **Unit 7:** 34, 58–59 **Unit 10:** 233 **READER'S THEATER HANDBOOK: Unit 2:** 21 **Unit 7:** 81 **WRITING AND LANGUAGE HANDBOOK:** 160-163 (Form/Use Irregular Past Tense Verbs), Language BLM 5-6
L.2.1e	Use adjectives and adverbs, and choose between them depending on what is to be modified.	**TEACHER RESOURCE SYSTEM: Unit 2:** 154–155, 160 **Unit 3:** 75 **Unit 4:** 149, 195, 227, 230 **Unit 5:** 22–23 **Unit 6:** 157, 192–193, 198 **Unit 8:** 157, 189, 233 **Unit 9:** 69 **Unit 10:** 182 **READER'S THEATER HANDBOOK: Unit 5:** 63 **WRITING AND LANGUAGE HANDBOOK:** 164-165 (Use Adjective), 166-167 (Use Adverbs), 168-169 (Choose Between Adjectives and Adverbs), Language BLM 7, Language BLM 8, Language BLM 9
L.2.1f	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	**TEACHER RESOURCE SYSTEM: Unit 2:** 192–193 **Unit 3:** 110–111, 114 **Unit 4:** 192, 198–199 **Unit 7:** 72–73 **Unit 8:** 230–231, 234 **READER'S THEATER HANDBOOK: Unit 7:** 87, 88 **WRITING AND LANGUAGE HANDBOOK:** 170-171 (Produce Complete Simple Sentences), 172-173 (Expand and Rearrange Complete Simple Sentences), 174-175 (Produce Complete Compound Sentences), 176-177 (Expand and Rearrange Complete Compound Sentences), Language BLM 10, Language BLM 11, Language BLM 12, Language BLM 13
L.2.1g	Create readable documents with legible print. CA	**TEACHER RESOURCE SYSTEM: Unit 1:** 34–35, 40–41, 72–73, 78–79, 104–105, 110–111, 114–115 **Unit 2:** 154–155, 160–161, 192–193, 198–199, 230–231, 234–235 **Unit 3:** 34–35, 40–41, 72–73, 78–79, 110–111, 114–115 **Unit 4:** 146–147, 154–155, 160–161, 163, 186–187, 192–193, 198–199, 230–231, 234–235 **Unit 5:** 26–27, 34–35, 40–41, 72–73, 78–79, 110–111, 114–115 **Unit 6:** 146–147, 154–155, 160–161, 163, 178–179, 192–193, 198–199, 230–231, 234–235 **Unit 7:** 26–27, 34–35, 40–41, 43, 58–59, 66–67, 72–73, 78–79, 104–105, 110–111, 114–115 **Unit 8:** 208–209, 216–217, 224–225, 230–231, 234–235 **Unit 9:** 88–89, 96–97, 104–105, 110–111, 114–115 **Unit 10:** 208–209, 216–217, 224–225, 230–231, 234–235
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**TEACHER RESOURCE SYSTEM: Unit 4:** 156, 172–173

L.2.2a	Capitalize holidays, product names, and geographic names.	**TEACHER RESOURCE SYSTEM: Unit 1:** 110–111 **Unit 3:** 72, 78–79, 107 **Unit 4:** 234–235 **Unit 6:** 160–161 **Unit 7:** 40–41, 69, 110–111, 114 **Unit 8:** 208–209, 212–213, 216–217, 220, 224–225 **Unit 9:** 75 **Unit 10:** 208–209, 216–217, 224–225 **READER'S THEATER HANDBOOK: Unit 1:** 19 **Unit 7:** 87 **Unit 9:** 109 **WRITING AND LANGUAGE HANDBOOK:** 178-179 (Capitalize Holidays, Products, and Geographic Names), Language BLM 14
L.2.2b	Use commas in greetings and closings of letters.	**TEACHER RESOURCE SYSTEM: Unit 1:** 34, 40–41 **Unit 3:** 34, 40 **Unit 6:** 178–179 **Unit 7:** 58–59 **WRITING AND LANGUAGE HANDBOOK:** 180-181 (Use Commas in Greetings and Closing of Letters), Language BLM 15
L.2.2c	Use an apostrophe to form contractions and frequently occurring possessives.	**TEACHER RESOURCE SYSTEM: Unit 1:** 113 **Unit 2:** 126–127, 157, 230–231 **Unit 3:** 69 **Unit 4:** 157 **Unit 5:** 62 **Unit 6:** 154–155, 233 **Unit 8:** 167, 200–201 **Unit 9:** 37, 88, 92–93, 96–97, 104–105, 110–111, 114 **Unit 10:** 132–133, 134, 140–141, 148, 156, 162–163 **WRITING AND LANGUAGE HANDBOOK:** 182-183 (Use Apostrophes in Contractions), 184-185 (Use Apostrophes in Possessives), Language BLM 16, Language BLM 17
L.2.2d	Generalize learned spelling patterns when writing words (e.g., cage ☾ badge; boy ☾ boil).	**TEACHER RESOURCE SYSTEM: Unit 1:** 12–13, 20–21, 28, 36, 42–43, 52–53, 60–61, 68, 74, 80–81, 90–91, 98–99, 106, 112, 116–117 **Unit 2:** 132–133, 140–141, 148, 156, 172–173, 180–181, 188, 194, 200–201, 210–211, 218–219, 226, 232, 236–237 **Unit 3:** 12–13, 20–21, 28, 36, 42–43, 52–53, 60–61, 68, 74, 80–81, 90–91, 98–99, 106, 112, 116–117 **Unit 4:** 132–133, 140–141, 148, 162–163, 180–181, 188, 194, 200–201, 210–211, 218–219, 226, 232, 236–237 **Unit 5:** 12–13, 20–21, 28, 36, 42–43, 52–53, 60–61, 68, 74, 80–81, 90–91, 98–99, 106, 112, 116–117 **Unit 6:** 132–133, 140–141, 148, 156, 162–163, 172–173, 180–181, 188, 194, 200–201, 210–211, 218–219, 226, 232, 236–237 **Unit 7:** 12–13, 20–21, 28, 36, 42–43, 52–53, 60–61, 68, 74, 80–81, 90–91, 98–99, 106, 112, 116–117 **Unit 8:** 132–133, 140–141, 148, 156, 162–163, 172–173, 180–181, 188, 194, 200–201, 210–211, 218–219, 226, 232, 236–237 **Unit 9:** 12–13, 20–21, 28, 36, 42–43, 52–53, 60–61, 68, 74, 80–81, 90–91, 98–99, 106, 112, 116–117 **Unit 10:** 132–133, 140–141, 148, 156, 162–163, 172–173, 180–181, 188, 194, 200–201, 210–211, 218–219, 226, 232, 236–237 **READER'S THEATER HANDBOOK: Unit 8:** 93 **WRITING AND LANGUAGE HANDBOOK:** 186-187 (Use Spelling Patterns), Language BLM 18-19
L.2.2e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	**TEACHER RESOURCE SYSTEM: Unit 2:** 198–199 **Unit 4:** 154–155, 160 **Unit 7:** 78–79 **Unit 10:** 230, 234 **READER'S THEATER HANDBOOK: Unit 2:** 27 **Unit 3:** 33 **Unit 10:** 117, 118, 119, 120, 121, 123, 124, 125, 126, 127 **WRITING AND LANGUAGE HANDBOOK:** 188-189 (Use Spelling References), Language BLM 20
Knowledge of Language		**Benchmark Advance**
L.2.3	Use knowledge of language and its conventions	
L.2.3a	Compare formal and informal uses of English.	**TEACHER RESOURCE SYSTEM: Unit 7:** 30–31, 63 **Unit 8:** 150–151, 183 **READER'S THEATER HANDBOOK: Unit 1:** 9 **Unit 2:** 27 **Unit 7:** 87 **Unit 8:** 99, 100, 101 **Unit 9:** 105, 107, 111, 112, 113, 114, 115 **Unit 10:** 117, 118, 119, 120, 121, 123, 124, 125, 126, 127 **WRITING AND LANGUAGE HANDBOOK:** 190-191 (Use Formal and Informal English); Language BLM 21

Benchmark Advance **Correlation to the California Common Core ELA Standards for Grade 2**

Vocabulary Acquisition and Use		**Benchmark Advance**
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content,	
L.2.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	**TEACHER RESOURCE SYSTEM: Unit 1:** 15, 63 **Unit 3:** 63 **Unit 4:** 150, 221, 233 **Unit 5:** 63, 75 **Unit 6:** 180–181 **Unit 8:** 227 **Unit 9:** 107 **Unit 10:** 174–175 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *My Mom, Our Mayor* (H/13), *All Work, No Play* (G/11), *Alice's Trial* (L/24) **Unit 2:** *Pandora's Box* (I/15), *Brer Rabbit Hears a Noise* (J/18), *John Henry* (K/NA) **Unit 3:** *The Ants Have a Picnic* (F/9), *My First Aquarium* (F/10) **Unit 4:** *Rapunzel* (H/14), *The Dog and the Wolf* (N/NA) **Unit 5:** *Jenner and Fleming: Two Heroes of Medicine* (I/15), *George Washington Carver* (I/15), *Simple Machines* (K/20) **Unit 6:** *How the Turtle Cracked Its Shell* (I/15), *Androcles and the Lion* (K/20) **Unit 7:** *Charlie's Museum Adventure* (I/15), *Finding Fossils* (I/15) **Unit 8:** *Earth's Surface* (H/14), *Erosion* (J/18) **Unit 9:** *A Trip to the Market* (G/12), *Simple Simon Is So Simple!* (G/12), *Where Does Food Come From?* (M/28) **Unit 10:** *Maggie Makes Macaroni* (H/14), *What Is Matter?* (J/18) **READER'S THEATER HANDBOOK: Unit 1:** 9, 10, 11, 12, 13 **Unit 3:** 39 **Unit 8:** 99, 100, 101, 102, 103 **Unit 9:** 105, 111, 112, 113, 114, 115 **WRITING AND LANGUAGE HANDBOOK**: 192-193 (Use Context Clues); Language BLM 22
L.2.4b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	**TEACHER RESOURCE SYSTEM: Unit 5:** 34–35, 37 **Unit 6:** 227, 230–231, 234–235 **Unit 10:** 172–173, 174–175, 180–181, 188, 194, 195, 200–201, 205, 218–219, 220 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *The Power to Vote* (F/10) **Unit 2:** *Turkey Girl* (H/14) **Unit 3:** *Food in the Forest* (F/9) **Unit 4:** *Laura's Story* (L/24) **Unit 5:** *The Friendship Bridge* (K/20) **Unit 9:** *People Work in Our Community* (G/11) **WRITING AND LANGUAGE HANDBOOK**: 194-195 (Use Prefixes); Language BLM 23
L.2.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	**TEACHER RESOURCE SYSTEM: Unit 3:** 22–23 **Unit 5:** 55, 72–73, 78–79 **Unit 7:** 90–91, 92–93, 98–99, 106, 107, 112, 116–117 **Unit 8:** 130–131 **Unit 10:** 150–151, 183, 212–213, 227 **LEVELED TEXT TEACHER'S GUIDES: Unit 2:** *Arachne the Weaver* (J/18) **Unit 3:** *Plants and Animals in Different Seasons* (J/18) **Unit 4:** *Cat in Boots* (H/13) **Unit 5:** *Taking Photographs* (M/28) **Unit 6:** *The Lion and the Mouse* (J/NA), *The Bremen Town Musicians* (L/24) **Unit 7:** *The Underground Railroad* (L/24) **Unit 8:** *Neptune and Minerva* (M/NA) **Unit 10:** *The States of Matter* (H/14), *Four Faces in Rock* (J/18) **READER'S THEATER HANDBOOK: Unit 5:** 57 **Unit 6:** 69 **WRITING AND LANGUAGE HANDBOOK**: 196-197 (Use Root Words); Language BLM 24
L.2.4d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	**TEACHER RESOURCE SYSTEM: Unit 1:** 75 **Unit 3:** 113 **Unit 5:** 6–7, 15, 40–41, 101 **Unit 6:** 132–133, 142–143, 162–163, 195 **Unit 7:** 12–13, 14, 20–21, 28, 36, 42–43, 75 **Unit 8:** 126–127, 156, 195 **Unit 9:** 15, 101 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *Enforcing Rules* (M/28) **Unit 4:** *Winter Carnival* (J/18) **Unit 7:** *A Bowl of Dust* (J/18) **READER'S THEATER HANDBOOK: Unit 4:** 51 **WRITING AND LANGUAGE HANDBOOK:** 198-199 (Use Compound Words); Language BLM 25
L.2.4e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas. CA	**TEACHER RESOURCE SYSTEM: Unit 1:** 15, 63 **Unit 3:** 63 **Unit 4:** 221 **Unit 6:** 221 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *Who Makes the Rules?* (J/18), *The Job of the President of the USA* (L/24) **Unit 5:** *Bridges* (K/20) **Unit 6:** *The Prince and the Pauper* (J/18) **Unit 7:** *Getting Around the Wild West* (J/18) **Unit 8:** *Twisters* (L/24) **Unit 10:** *Water All Around* (F/10) **READER'S THEATER HANDBOOK: Unit 1:** 9, 12 **Unit 2:** 27 **Unit 5:** 63 **Unit 8:** 102 **Unit 10:** 117, 118, 119, 120, 121 **WRITING AND LANGUAGE HANDBOOK**: 200-201 (Use Glossaries and Dictionaries); Language BLM 26

L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.	
L.2.5a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	**TEACHER RESOURCE SYSTEM: Unit 4:** 183 **Unit 6:** 183 **Unit 9:** 63 **Unit 10:** 221 **LEVELED TEXT TEACHER'S GUIDES: Unit 3:** *Living in Joshua Tree* (F/10) **Unit 4:** *Horseshoe Soup* (J/18) **Unit 6:** *The Three Little Pigs* (H/13) **Unit 7:** *William's Journal* (L/24) **Unit 8:** *Let's Look at the Dinosaurs* (G/11), *Paul Bunyan* (J/NA) **Unit 9:** *Simple Simon* (H/NA) **WRITING AND LANGUAGE HANDBOOK:** 202-203 (Make Real-Life Connections); Language BLM 27
L.2.5b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	**TEACHER RESOURCE SYSTEM: Unit 1:** 101 **Unit 2:** 152–153, 183, 195, 221 **Unit 3:** 32–33, 101 **Unit 7:** 32–33, 101 **Unit 8:** 135, 221 **LEVELED TEXT TEACHER'S GUIDES: Unit 2:** *Dolley Madison Saves George Washington* (H/13), *Pinocchio* (K/20) **Unit 3:** *Polar Habitats* (M/28) **Unit 7:** *George Catlin* (J/18) **Unit 10:** *The States of Matter* (I/NA) **WRITING AND LANGUAGE HANDBOOK:** 204-205 (Use Shades of Meaning); Language BLM 28
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	**TEACHER RESOURCE SYSTEM: Unit 2:** 160, 238–239 **Unit 3:** 118–119 **Unit 4:** 230 **Unit 5:** 118–119 **Unit 6:** 198 **LEVELED TEXT TEACHER'S GUIDES: Unit 4:** *The Three Billy Goats Gruff* (I/16), *Winter Carnival* (J/18) **Unit 5:** *Push, Pull, Lift* (I/16) **Unit 6:** *Why Mosquitoes Buzz in People's Ears* (M/28) **Unit 8:** *Mountains* (K/20) **Unit 9:** *The Cost of Dinner* (M/28) **Unit 10:** *Measure Up!* (H/13) **WRITING AND LANGUAGE HANDBOOK:** 164-165 (Use Adjective); Language BLM 7 166-167 (Use Adverbs); Language BLM 8, 168-169 (Choose Between Adjectives and Adverbs); Language BLM 9

Benchmark Advance **Correlation to the California Common Core ELA Standards for Grade 3**

Reading Standards for Literature		
Key Ideas and Details		**Benchmark Advance**
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**TEACHER RESOURCE SYSTEM: Unit 2:** 108–109, 110–111, 114–115, 120–121, 128–129, 138–139, 142–143, 154–155, 160–161, 170–171, 174–175, 176–177, 180–181, 186–187, 192–193 **Unit 3:** 82-83 **Unit 4:** 104–105, 108–109, 110–111, 114–115, 126–127, 128–129, 138–139, 142–143, 144–145, 148–148, 154–155, 160–161, 170–171, 174–175, 180–181, 186–187, 192–193 **Unit 6:** 104–105, 108–109, 114–115, 126–127, 128–129, 138–139, 142–143, 144–145, 148–149, 154–155, 160–161, 170–171, 174–175, 180–181, 186–187, 192–193 **Unit 7:** 16–17, 22–23, 71, 72–73, 76–77, 78–79, 82–83, 88–89 **Unit 8:** 104–105, 108–109, 138–139, 140–141, 142–143, 148–149, 154–155, 160–161, 192–193 **Unit 9:** 6–7, 40–41, 44–45, 46–47, 50–51, 56–57, 62–63 **Unit 10:** 104–105, 108–109, 138–139, 142–143, 144–145, 148–149, 154–155, 160–161 **LEVELED TEXT TEACHER'S GUIDES: Unit 2:** *The Little Hero of Haarlem* (I/16), *Tom Sawyer Becomes a Pirate* (I/15), *The Tale of Rip Van Winkle* (M/28), *Jack and the Beanstalk* (L/24), *Pinocchio and Peter Pan* (Q/40) **Unit 4:** *Little Red Riding Hood* (P/NA), *I Dance* (M/28) **Unit 5:** *The Idea Machine: My Inventor's Journal* (R/40) **Unit 6:** *Kanchil and the Crocodiles* (O/NA), *King Midas and the Golden Touch* (P/NA), *Echo and Narcissus* (R/40), *Yeh-Shen, The Toad Bridegroom* (O/34) **Unit 7:** *Survival at Plymouth; A Helping Hand in New Amsterdam* (P/38), *Stable Boy at the Alamo & Monitor v. Merrimack* (U/50) **Unit 8:** *Opinions About Science Fiction* (P/38), *Who Are You?* (P/38) **Unit 9:** *Ben Franklin, Apprentice Printer; The Education of Abigail Adams* (R/40) **READER'S THEATER HANDBOOK: Unit 1:** 9, 13, 15, 19 **Unit 2:** 21, 25, 27, 31 **Unit 3:** 33, 37, 39, 43 **Unit 4:** 45, 49, 51, 55 **Unit 5:** 57, 61, 63, 67 **Unit 6:** 69, 73, 75, 79 **Unit 7:** 81, 85, 87, 91 **Unit 8:** 93, 97, 99, 103 **Unit 9:** 105, 109, 111, 115 **Unit 10:** 117, 121, 123, 127
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	**TEACHER RESOURCE SYSTEM: Unit 2:** 104–105, 110–111, 114–115, 138–139, 142–143, 170–171, 174–175 **Unit 4:** 104–105, 114–115, 138–139, 142–143, 170–171, 174–175 **Unit 6:** 104–105, 114–115, 126–127, 128–129, 138–139, 142–143, 148–149, 160–161, 170–171, 174–175, 180–181, 192–193 **Unit 7:** 16–17, 72–73, 76–77, 94–95 **Unit 8:** 104–105, 138–139, 140–141, 142–143, 160–161 **Unit 9:** 6–7, 12–13, 40–41, 44–45, 56–57, 62–63 **Unit 10:** 104–105, 108–109, 138–139, 142–143, 154–155, 160–161, 192–193 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *Susan B. Casts a Ballot* (H/13) **Unit 2:** *The Little Hero of Haarlem* (I/16), *Tom Sawyer Becomes a Pirate* (I/15), *The Tale of Rip Van Winkle* (M/28), *Jack and the Beanstalk* (L/24), *Pandora* (P/NA), *The Ugly Duckling* (P/NA), *Pinocchio and Peter Pan* (Q/40) **Unit 3:** *How Rabbit Lost Its Tail* (N/NA), *Why Hummingbirds Drink Nectar* (O/NA), *Ostrich's Long Neck* (M/28), *Amazing Animal Senses!* (H/NA) **Unit 4:** *Tom Sawyer Paints the Fence* (M/28), *Ruby Bridges* (L/24), *Medusa* (M/NA), *Little Red Riding Hood* (P/NA), *I Dance* (M/28) **Unit 5:** *The Idea Machine: My Inventor's Journal* (R/40) **Unit 6:** *Kanchil and the Crocodiles* (O/NA), *Iktomi and his Blanket* (M/28), *King Midas and the Golden Touch* (P/NA), *Echo and Narcissus* (R/40), T*he Milkmaid and Her Pails, Sun and Wind, the Bundle of Sticks* (Q/40), *Yeh-Shen, The Toad Bridegroom* (O/34), *Father, Son, and Donkey & The Miser and His Gold* (R/40) **Unit 7:** *Survival at Plymouth; A Helping Hand in New Amsterdam* (P/38), *Ponce de Leon and the True Fountain of Youth; Sail On, Columbus!* (R/40), *Stable Boy at the Alamo & Monitor v. Merrimack* (U/50) **Unit 8:** *Opinions About Science Fiction* (P/38), *How the Stars Got Into the Sky* (Q/40), *Who Are You?* (P/38) **Unit 9:** *Ben Franklin, Apprentice Printer; The Education of Abigail Adams* (R/40) **READER'S THEATER HANDBOOK: Unit 2:** 31 **Unit 9:** 109, 115

***Benchmark Advance* Correlation to the California Common Core ELA Standards for Grade 3**

RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	**TEACHER RESOURCE SYSTEM: Unit 2:** 104–105, 110–111, 138–139, 142–143, 154–155, 160–161, 186–187, 192–193 **Unit 6:** 108–109, 128–129, 154–155, 160–161, 180–181, 186–187, 192–193 **Unit 7:** 22–23, 71, 88–89 **Unit 9:** 50–51 **Unit 10:** 148–149, 154–155 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *Susan B. Casts a Ballot* (H/13) **Unit 2:** *Tom Sawyer Becomes a Pirate* (I/15), *Jack and the Beanstalk* (L/24), *Pandora* (P/NA), *Pinocchio and Peter Pan* (Q/40) **Unit 3:** *How Rabbit Lost Its Tail* (N/NA), *Why Hummingbirds Drink Nectar* (O/NA), *Ostrich's Long Neck* (M/28) **Unit 4:** *Tom Sawyer Paints the Fence* (M/28), *Ruby Bridges* (L/24), *Medusa* (M/NA), *Little Red Riding Hood* (P/NA) **Unit 5:** *The Idea Machine: My Inventor's Journal* (R/40) **Unit 6:** *Kanchil and the Crocodiles* (O/NA), *King Midas and the Golden Touch* (P/NA), *Echo and Narcissus* (R/40), *Yeh-Shen, The Toad Bridegroom* (O/34), *Father, Son, and Donkey & The Miser and His Gold* (R/40) **Unit 7:** *Survival at Plymouth; A Helping Hand in New Amsterdam* (P/38), *Ponce de Leon and the True Fountain of Youth; Sail On, Columbus!* (R/40), *Stable Boy at the Alamo & Monitor v. Merrimack* (U/50) **Unit 8:** *Opinions About Science Fiction* (P/38), *How the Stars Got Into the Sky* (Q/40), *Who Are You?* (P/38) **Unit 9:** *Ben Franklin, Apprentice Printer; The Education of Abigail Adams* (R/40) **READER'S THEATER HANDBOOK: Unit 1:** 9, 11, 12, 15, 17, 18 **Unit 2:** 21, 23, 24, 25, 27, 29, 30, 31, 29 **Unit 3:** 33, 35, 36, 39, 41, 42 **Unit 4:** 45, 47, 48, 49, 51, 53, 54 **Unit 5:** 57, 59, 60, 63, 65, 66 **Unit 6:** 69, 71, 72, 75, 77, 78 **Unit 7:** 81, 83, 84, 89, 90 **Unit 8:** 93, 95, 96, 99, 101, 102, 103 **Unit 9:** 107, 108, 109, 111, 113, 114, 115 **Unit 10:** 119, 120, 125, 126
Craft and Structure		**Benchmark Advance**
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. **(See grade 3 Language standards 4–6 for additional expectations.) CA**	**TEACHER RESOURCE SYSTEM: Unit 2:** 126–127, 148–149 **Unit 4:** 110–111, 126–127, 180–181 **Unit 6:** 110–111, 120–121 **Unit 8:** 110–111, 120–121, 154–155 **Unit 9:** 12–13, 46–47, 56–57 **Unit 10:** 110–111, 148–149 **LEVELED TEXT TEACHER'S GUIDES: Unit 2:** *The Tale of Rip Van Winkle* (M/28), *Jack and the Beanstalk* (L/24), *Pandora* (P/NA), *The Ugly Duckling* (P/NA), *Pinocchio and Peter Pan* (Q/40) **Unit 3:** *How Rabbit Lost Its Tail* (N/NA), *Why Hummingbirds Drink Nectar* (O/NA), *Ostrich's Long Neck* (M/28), *Amazing Animal Senses!* (H/NA) **Unit 4:** *Tom Sawyer Paints the Fence* (M/28), *Ruby Bridges* (L/24), *Medusa* (M/NA), *Little Red Riding Hood* (P/NA), *I Dance* (M/28) **Unit 6:** *Kanchil and the Crocodiles* (O/NA), *King Midas and the Golden Touch* (P/NA), *The Milkmaid and Her Pails, Sun and Wind, the Bundle of Sticks* (Q/40), *Father, Son, and Donkey & The Miser and His Gold* (R/40) **READER'S THEATER HANDBOOK: Unit 1:** 9, 15 **Unit 2:** 21, 27 **Unit 3:** 33, 39 **Unit 4:** 45, 51 **Unit 5:** 57, 63 **Unit 6:** 69, 75 **Unit 7:** 81, 87 **Unit 8:** 93, 99 **Unit 9:** 105, 111 **Unit 10:** 117, 123
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	**TEACHER RESOURCE SYSTEM: Unit 2:** 108–109, 120–121, 126–127, 128–129, 154–155, 160–161 **Unit 4:** 120–121, 140–141, 142–143 **Unit 6:** 128–129, 148–149, 160–161 **Unit 7:** 78–79 **Unit 8:** 108–109, 142–143 **Unit 10:** 108–109, 110–111 **LEVELED TEXT TEACHER'S GUIDES: Unit 3:** *Amazing Animal Senses!* (H/NA) **Unit 7:** *Survival at Plymouth; A Helping Hand in New Amsterdam* (P/38) **Unit 8:** *Who Are You?* (P/38)
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.	**TEACHER RESOURCE SYSTEM: Unit 4:** 106–107, 108–109, 112–113, 128–129, 144–145, 148–149, 154–155, 160–161, 180–181, 186–187, 192–193 **Unit 6:** 144–145 **LEVELED TEXT TEACHER'S GUIDES: Unit 2:** *The Ugly Duckling* (P/NA) **Unit 4:** *Ruby Bridges* (L/24) **Unit 6:** *The Milkmaid and Her Pails, Sun and Wind, the Bundle of Sticks* (Q/40), *Father, Son, and Donkey & The Miser and His Gold* (R/40) **Unit 8:** *How the Stars Got Into the Sky* (Q/40) **READER'S THEATER HANDBOOK: Unit 4:** 55

Benchmark Advance **Correlation to the California Common Core ELA Standards for Grade 3**

Integration of Knowledge and Ideas		**Benchmark Advance**
RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	**TEACHER RESOURCE SYSTEM: Unit 2:** 176–177, 180–181, 186–187 **Unit 4:** 186-187 **Unit 7:** 28–29, 82–83 **Unit 9:** 50–51 **LEVELED TEXT TEACHER'S GUIDES: Unit 2:** *The Little Hero of Haarlem* (I/16), *The Tale of Rip Van Winkle* (M/28), *The Ugly Duckling* (P/NA) **Unit 6:** *Echo and Narcissus* (R/40), *The Milkmaid and Her Pails, Sun and Wind, the Bundle of Sticks* (Q/40), *Father, Son, and Donkey & The Miser and His Gold* (R/40) **Unit 7:** *Ponce de Leon and the True Fountain of Youth; Sail On, Columbus!* (R/40), *Stable Boy at the Alamo & Monitor v. Merrimack* (U/50)
RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	**TEACHER RESOURCE SYSTEM: Unit 2:** 192–193 **Unit 6:** 128–129, 160–161, 192–193 **Unit 10:** 128–129 **LEVELED TEXT TEACHER'S GUIDES: Unit 3:** *Ostrich's Long Neck* (M/28) **Unit 6:** *Echo and Narcissus* (R/40) **Unit 7:** *Survival at Plymouth; A Helping Hand in New Amsterdam* (P/38), *Ponce de Leon and the True Fountain of Youth; Sail On, Columbus!* (R/40) **Unit 8:** *Opinions About Science Fiction* (P/38), *How the Stars Got Into the Sky* (Q/40) **Unit 9:** *Ben Franklin, Apprentice Printer; The Education of Abigail Adams* (R/40) **READER'S THEATER HANDBOOK: Unit 1:** 19 **Unit 2:** 25, 31 **Unit 4:** 49, 55 **Unit 5:** 67 **Unit 6:** 73, 79 **Unit 7:** 91 **Unit 9:** 109, 115
Range of Reading and Level of Text Complexity		**Benchmark Advance**
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	**TEACHER RESOURCE SYSTEM: Unit 2:** 114–115, 138–139, 142–143, 170–171, 174–175 **Unit 4:** 104–105, 114–115, 138, 139, 142–143, 170–171, 174–175 **Unit 6:** 104–105, 114–115, 138–139, 142–143, 170–171, 174–175 **Unit 7:** 72–73, 76–77 **Unit 8:** 104–105, 138–139, 140–141 **Unit 9:** 6–7, 40–41, 44–45
Reading Standards for Informational Text		
Key Ideas and Details		**Benchmark Advance**
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**TEACHER RESOURCE SYSTEM: Unit 1:** 6–7, 10–11, 12–13, 16–17, 22–23, 30–31, 40–41, 44–45, 46–47, 50–51, 56–57, 62–63, 72–73, 76–77, 78–79, 82–83, 88–89, 94–95 **Unit 3:** 6–7, 12–13, 16–17, 22–23, 28–29, 40–41, 44–45, 46–47, 50–51, 56–57, 72–73, 76–77, 82–83, 88–89, 94–95 **Unit 5:** 6–7, 10–11, 16–17, 22–23, 28–29, 30–31, 40–41, 44–45, 46–47, 50–51, 56–57, 62–63, 72–73, 76–77, 82–83, 88–89, 94–95 **Unit 7:** 6–7, 30–31, 40–41, 44–45, 50–51, 56–57, 62–63 **Unit 8:** 114–115, 126–127, 128–129, 170–171, 174–175, 176–177, 180–181, 186–187, 192–193 **Unit 9:** 6–7, 12–13, 22–23, 28–29, 42–43, 72–73, 76–77, 82–83, 88–89, 94–95 **Unit 10:** 114–115, 170–171, 174–175, 180–181, 186–187, 192–193 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *We Need to Play! We Need to Park!* (H/13), *Citizens Who Made a Difference* (O/34), *Our Government* (P/38), *We Need a Class Constitution* (L/24), *My Vote Counts!* (R/40), *Opinions About the Voting Age* (R/40) **Unit 3:** *Habitats of South America* (O/34), *Why Polar Bears Like Snow* (N/30) **Unit 4:** *Tom Sawyer Paints the Fence* (M/28), *My Trip to Greece* (P/38), *Mayhoua Moua* (Q/40) **Unit 5:** *Louis Pasteur* (K/20), *The Wright Brothers* (I/14), *Robert Ballard* (P/38), *Medical Pioneers* (O/34), *The Chicago World's Fair of 1893* (N/40) **Unit 7:** *Three Ancient Communities* (N/30), *Three Immigrant Communities* (P/38) **Unit 8:** *Pluto, the Planet That Was* (P/38), *Rise to the Challenge* (Q/40), *My Life with the Star* s (R/40) **Unit 9:** *Cesar Chavez* (L/24), *The Northeast* (Q/40), *Money* (M/24), *Organic Farming* (R/40), *From Mexico and Slovakia* (R/40), *Gold Rush!* (R/40) **Unit 10:** *Bridges: Measuring Matter* (J/18)

RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	**TEACHER RESOURCE SYSTEM: Unit 1:** 6–7, 16–17, 40–41, 44–45, 72–73, 76–77 **Unit 3:** 6–7, 16–17, 40–41, 44–45, 72–73, 76–77 **Unit 5:** 6–7, 16–17, 28–29, 30–31, 40–41, 44–45, 72–73, 76–77, 94–95 **Unit 7:** 6–7, 40–41, 44–45, 62–63 **Unit 8:** 114–115, 170–171, 174–175 **Unit 9:** 6–7, 22–23, 72–73, 76–77 **Unit 10:** 170–171, 174–175, 186–187 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *We Need to Play! We Need to Park!* (H/13), *Citizens Who Made a Difference* (O/34), *Our Government* (P/38), *We Need a Class Constitution* (L/24), *My Vote Counts!* (R/40), *Opinions About the Voting Age* (R/40) **Unit 3:** *Habitats of Africa* (N/30), *Habitats of South America* (O/34), *Why Polar Bears Like Snow* (N/30) **Unit 4:** *My Trip to Greece* (P/38), *Mayhoua Moua* (Q/40) **Unit 5:** *Louis Pasteur* (K/20), *The Wright Brothers* (I/14), *Robert Ballard* (P/38), *Medical Pioneers* (O/34), *The Chicago World's Fair of 1893* (N/40), *Telling Time Through the Ages* (N/30) **Unit 7:** *Three Ancient Communities* (N/30), *Three Immigrant Communities* (P/38), *Three Historical Communities of North America* (P/38), *The Community of Washington DC* (O/34) **Unit 8:** *Bridges: Our Solar System The Moon* (K/20), *Pluto, the Planet That Was* (P/38), *My Life with the Stars* (R/40) **Unit 9:** *Cesar Chavez* (L/24), *The Northeast* (Q/40), *Money* (M/24), *Organic Farming* (R/40), *From Mexico and Slovakia* (R/40), *Gold Rush!* (R/40) **Unit 10:** *Bridges: Solids* (J/18), *Bridges: Liquids and Gases* (K/20), *Bridges: Measuring Matter* (J/18), *Solids* (N/30), *Liquids and Gases* (P/38), *Measuring Matter* (O/34), *Chemistry in the Kitchen* (S/44)
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	**TEACHER RESOURCE SYSTEM: Unit 1:** 10–11, 22–23, 46–47, 50–51, 56–57, 78–79, 82–83 **Unit 3:** 22–23, 46–47, 50–51, 56–57, 82–83, 88–89 **Unit 5:** 10–11, 22–23, 50–51, 56–57, 82–83, 88–89, 126–127 **Unit 9:** 28–29, 82–83, 88–89 **Unit 10:** 126–127, 176–177, 180–181, 186–187 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *Citizens Who Made a Difference* (O/34) **Unit 4:** *My Trip to Greece* (P/38), *Mayhoua Moua* (Q/40) **Unit 5:** *The Wright Brothers* (I/14), *Robert Ballard* (P/38), *Medical Pioneers* (O/34), *The Chicago World's Fair of 1893* (N/40), *Telling Time Through the Ages* (N/30) **Unit 7:** *Three Ancient Communities* (N/30), *The Community of Washington DC* (O/34) **Unit 8:** *Bridges: Our Solar System The Moo* n (K/20), *Rise to the Challenge* (Q/40), *My Life with the Stars* (R/40) **Unit 9:** *Cesar Chavez* (L/24), *The Northeast* (Q/40), *Money* (M/24), *From Mexico and Slovakia* (R/40), *Gold Rush!* (R/40) **Unit 10:** *Bridges: Solids* (J/18), *Bridges: Liquids and Gases* (K/20), *Bridges: Measuring Matter* (J/18), *Bridges: Measuring Matter* (J/18), *Solids* (N/30), *Liquids and Gases* (P/38), *Measuring Matter* (O/34), *Chemistry in the Kitchen* (S/44)
Craft and Structure		**Benchmark Advance**
RI.3.4	Determine the meaning of general academic and domain–specific words and phrases in a text relevant to a *grade 3 topic or subject area* . **(See grade 3 Language standards 4–6 for additional expectations.) CA**	**TEACHER RESOURCE SYSTEM: Unit 1:** 28–29 **Unit 3:** 10–11, 78–79 **Unit 5:** 12–13, 78–79 **Unit 7:** 10–11, 39, 52–53, 58–59 **Unit 8:** 120-121 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *My Vote Counts!* (R/40) **Unit 5:** *Louis Pasteur* (K/20), *The Wright Brothers* (I/14), *The Chicago World's Fair of 1893* (N/40) **Unit 9:** *Cesar Chavez* (L/24), *Money* (M/24)
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	**TEACHER RESOURCE SYSTEM: Unit 2:** 12–13 **Unit 3:** 20–21, 26–27, 32–33, 60–61, 62–63, 94–95 **Unit 5:** 28–29 **Unit 6:** 112–113, 146–147, 176–177 **Unit 8:** 108–109, 112–113, 118–119, 148–149, 176–177 **Unit 9:** 20–21 **Unit 10:** 118–119 **LEVELED TEXT TEACHER'S GUIDES: Unit 3**: *Habitats of Africa* (N/30), *Habitats of South America* (O/34) **Unit 5:** *The Wright Brothers* (I/14), *Telling Time Through the Ages* (N/30) **Unit 9:** *Cesar Chavez* (L/24), *Organic Farming* (R/40), *From Mexico and Slovakia* (R/40) **Unit 10:** *Chemistry in the Kitchen* (S/44)

RI.3.6	Distinguish their own point of view from that of the author of a text.	**TEACHER RESOURCE SYSTEM: Unit 1:** 78–79 **Unit 7:** 12–13, 56–57, 82–83, 94–95 **Unit 9:** 94–95 **LEVELED TEXT TEACHER'S GUIDES: Unit 5:** *Louis Pasteu* r (K/20), *Robert Ballard* (P/38) **Unit 7:** *Three Historical Communities of North America* (P/38), *The Community of Washington DC* (O/34) **Unit 9:** *Gold Rush!* (R/40) **Unit 10:** *Bridges: Solids* (J/18), *Solids* (N/30)
Integration of Knowledge and Ideas		**Benchmark Advance**
RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	**TEACHER RESOURCE SYSTEM: Unit 1:** 12–13, 88–89 **Unit 2:** 88–89 **Unit 3:** 12–13, 28–29, 30–31, 56–57, 62–63 **Unit 5:** 28–29 **Unit 7:** 50–51 **Unit 10:** 126–127, 180–181 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *Our Government* (P/38), *We Need a Class Constitution* (L/24), *My Vote Counts!* (R/40) **Unit 3:** *Habitats of Africa* (N/30), *Habitats of South America* (O/34), *Why Polar Bears Like Snow* (N/30) **Unit 4:** *My Trip to Greece* (P/38) **Unit 5:** *Louis Pasteur* (K/20), *Medical Pioneers* (O/34), *Telling Time Through the Ages* (N/30) **Unit 7:** *Three Ancient Communities* (N/30), *Three Immigrant Communities* (P/38), *Three Historical Communities of North America* (P/38), *The Community of Washington DC* (O/34) **Unit 8:** *Bridges: Our Solar System The Moon* (K/20) **Unit 9:** *The Northeast* (Q/40), *Money* (M/24), *Organic Farming* (R/40), *From Mexico and Slovakia* (R/40) **Unit 10:** *Bridges: Solids* (J/18), *Bridges: Liquids and Gases* (K/20), *Bridges: Measuring Matter* (J/18), *Solids* (N/30), *Liquids and Gases* (P/38), *Measuring Matter* (O/34), *Chemistry in the Kitchen* (S/44)
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	**TEACHER RESOURCE SYSTEM: Unit 1:** 10–11, 22–23, 50–51, 82–83 **Unit 3:** 22–23, 46–47, 50–51, 82–83, 88–89 **Unit 5:** 10–11, 22–23, 50–51, 56–57, 82–83, 88–89 **Unit 7:** 39 **Unit 8:** 180–181 **Unit 9:** 28–29, 78–79, 82–83, 88–89 **Unit 10:** 126–127, 176–177 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** We Need to Play! We Need to Park! (H/13), Citizens Who Made a Difference (O/34), Opinions About the Voting Age (R/40) **Unit 3:** Amazing Animal Senses! (H/NA), Habitats of Africa (N/30), Habitats of South America (O/34), Why Polar Bears Like Snow (N/30) **Unit 5:** Medical Pioneers (O/34), Telling Time Through the Ages (N/30) **Unit 7:** Three Immigrant Communities (P/38), Three Historical Communities of North America (P/38), The Community of Washington DC (O/34) **Unit 8:** Bridges: Our Solar System The Moon (K/20), Opinions About Science Fiction (P/38) **Unit 9:** The Northeast (Q/40), Money (M/24), Gold Rush! (R/40) **Unit 10:** Bridges: Liquids and Gases (K/20), Liquids and Gases (P/38), Chemistry in the Kitchen (S/44)
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	**TEACHER RESOURCE SYSTEM: Unit 1:** 30–31, 62–63, 94–95 **Unit 3:** 30–31, 62–63, 94–95 **Unit 5:** 30–31, 62–63, 94–95 **Unit 7:** 30–31, 62–63, 94–95 **Unit 8:** 128–129, 160–161, 192–193 **Unit 9:** 30–31, 94–95 **Unit 10:** 128–129, 160–161, 192–193 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *Our Government* (P/38), *My Vote Counts!* (R/40) **Unit 8:** *Pluto, the Planet That Was* (P/38) **Unit 9:** *Organic Farming* (R/40), *From Mexico and Slovakia* (R/40) **Unit 10:** *Measuring Matter* (O/34) **READER'S THEATER HANDBOOK: Unit 1:** 13 **Unit 3:** 37, 43 **Unit 5:** 61 **Unit 7:** 85 **Unit 8:** 97, 103 **Unit 10:** 121, 127
Range of Reading and Level of Text Complexity		**Benchmark Advance**
RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	**TEACHER RESOURCE SYSTEM: Unit 1:** 6–7, 10–11, 16–17, 40–41, 44–45, 46–47, 72–73 **Unit 3:** 6–7, 16–17, 40–41, 44–45, 72–73, 76–77 **Unit 5:** 6–7, 16–17, 40–41, 44–45, 50–51, 72–73, 76–77, 82–83 **Unit 7:** 40–41, 44–45, 46–47 **Unit 8:** 114–115, 170–171, 174–175 **Unit 9:** 6–7, 22–23, 72–73, 76–77 **Unit 10:** 170–171, 174–175

Benchmark Advance **Correlation to the California Common Core ELA Standards for Grade 3**

Reading Standards: Foundational Skills		
Phonics and Word Recognition		**Benchmark Advance**
RF.3.3	Know and apply grade–level phonics and word analysis skills in decoding words **both in isolation and in text. CA**	
RF.3.3a	Identify and know the meaning of the most common prefixes and derivational suffixes.	**TEACHER RESOURCE SYSTEM: Unit 5:** 84–85, 90–91 **Unit 7:** 18–19, 24–25 **Unit 9:** 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 **Unit 10:** 150–151
RF.3.3b	Decode words with common Latin suffixes.	**TEACHER RESOURCE SYSTEM: Unit 7:** 18–19, 24–25 **Unit 9:** 84–85 **Unit 10:** 150–151, 156–157
RF.3.3c	Decode multisyllable words.	**TEACHER RESOURCE SYSTEM: Unit 1:** 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 **Unit 2:** 116–117, 122–123, 150–151, 156–157, 182–183, 188–189 **Unit 3:** 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 **Unit 4:** 116–117, 122–123, 124–125, 150–151, 156–157, 182–183, 188–189 **Unit 5:** 18–19, 26–27, 52–53, 58–59 **Unit 6:** 150–151, 156–157 **Unit 7:** 84–85, 90–91 **Unit 8:** 182–183, 188–189 **Unit 10:** 156–157
RF.3.3d	Read grade–appropriate irregularly spelled words.	**TEACHER RESOURCE SYSTEM: Unit 4:** 116–117, 124–125 **Unit 6:** 116–117, 124–125, 150–151, 156–157 **Unit 7:** 52–53, 58–59, 84–85, 90–91
Fluency		**Benchmark Advance**
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.	
RF.3.4a	Read on–level text with purpose and understanding.	**TEACHER RESOURCE SYSTEM: Unit 1:** 6–7, 16–17, 40–41, 72–73, 76–77, 104–105, 114–115, 138–139, 142–143, 170–171, 174–175 **Unit 3:** 6–7, 16–17, 40–41, 44–45, 72–73, 76–77 **Unit 4:** 104–105, 114–115, 138–139, 142–143, 170–171, 174–175, 176–177 **Unit 5:** 6–7, 16–17, 40–41, 44–45, 72–73, 76–77 **Unit 6:** 114–115, 138–139, 142–143, 170–171, 174–175, 182–183, 188–189 **Unit 7:** 40–41, 46–47, 72–73 **Unit 8:** 114–115, 138–139, 140–141, 170–171, 174–175 **Unit 9:** 6–7, 22–23, 40–41, 44–45, 58–59, 72–73, 76–77 **Unit 10:** 116–117, 122–123, 170–171, 174–175 **READER'S THEATER HANDBOOK: Unit 1:** 9, 10, 11, 12, 13, 15, 16, 17, 18, 19 **Unit 2:** 21, 22, 23, 24, 25, 27, 28, 29, 30, 31 **Unit 3:** 33, 34, 35, 36, 37, 39, 40, 41, 42, 43 **Unit 4:** 45, 46, 47, 48, 49, 51, 52, 53, 54, 55 **Unit 5:** 57, 58, 59, 60, 61, 63, 64, 65, 66, 67 **Unit 6:** 69, 70, 71, 72, 73, 75, 76, 77, 78, 79 **Unit 7:** 81, 82, 83, 84, 85, 87, 88, 89, 90, 91 **Unit 8:** 93, 94, 95, 96, 97, 99, 100, 101, 102, 103 **Unit 9:** 105, 106, 107, 108, 109, 111, 112, 113, 114, 115 **Unit 10:** 117, 118, 119, 120, 121, 123, 124, 125, 126, 127
RF.3.4b	Read on–level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	**TEACHER RESOURCE SYSTEM: Unit 2:** 114-115 **Unit 4:** 176–177 **Unit 7:** 46–47 **Unit 8:** 104–105 **READER'S THEATER HANDBOOK: Unit 1:** 9, 10, 11, 12, 13, 15, 16, 17, 18, 19 **Unit 2:** 21, 22, 23, 24, 25, 27, 28, 29, 30, 31 **Unit 3:** 33, 34, 35, 36, 37, 39, 40, 41, 42, 43 **Unit 4:** 45, 46, 47, 48, 49, 51, 52, 53, 54, 55 **Unit 5:** 57, 58, 59, 60, 61, 63, 64, 65, 66, 67 **Unit 6:** 69, 70, 71, 72, 73, 75, 76, 77, 78, 79 **Unit 7:** 81, 82, 83, 84, 85, 87, 88, 89, 90, 91 **Unit 8:** 93, 94, 95, 96, 97, 99, 100, 101, 102, 103 **Unit 9:** 105, 106, 107, 108, 109, 111, 112, 113, 114, 115 **Unit 10:** 117, 118, 119, 120, 121, 123, 124, 125, 126, 127
RF.3.4c	Use context to confirm or self–correct word recognition and understanding, rereading as necessary.	**TEACHER RESOURCE SYSTEM: Unit 1:** 72–73, 76–77, 104–105, 114–115, 138–139, 142–143, 170–171 **Unit 10:** 116–117, 122–123 **READER'S THEATER HANDBOOK: Unit 1:** 9, 10, 11, 12, 13, 15, 16, 17, 18, 19 **Unit 2:** 21, 22, 23, 24, 25, 27, 28, 29, 30, 31 **Unit 3:** 33, 34, 35, 36, 37, 39, 40, 41, 42, 43 **Unit 4:** 45, 46, 47, 48, 49, 51, 52, 53, 54, 55 **Unit 5:** 57, 58, 59, 60, 61, 63, 64, 65, 66, 67 **Unit 6:** 69, 70, 71, 72, 73, 75, 76, 77, 78, 79 **Unit 7:** 81, 82, 83, 84, 85, 87, 88, 89, 90, 91 **Unit 8:** 93, 94, 95, 96, 97, 99, 100, 101, 102, 103 **Unit 9:** 105, 106, 107, 108, 109, 111, 112, 113, 114, 115 **Unit 10:** 117, 118, 119, 120, 121, 123, 124, 125, 126, 127
Writing Standards		
Types and Purposes		**Benchmark Advance**
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.	
W.3.1a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	**TEACHER RESOURCE SYSTEM: Unit 1:** 92–93, 96–97 **Unit 2:** 190–191, 194–195 **Unit 4:** 172–173, 178–179 **Unit 5:** 74–75 **Unit 7:** 74-75, 92–93 **Unit 10:** 172–173

W.3.1b	Provide reasons that support the opinion.	**TEACHER RESOURCE SYSTEM: Unit 1:** 92–93 **Unit 2:** 190–191, 194–195 **Unit 4:** 178–179 **Unit 7:** 80–81, 92–93 **Unit 10:** 178–179, 190–191
W.3.1c	Use linking words and phrases (e.g., *because* , *therefore* , *since* , *for example*) to connect opinion and reasons.	**TEACHER RESOURCE SYSTEM: Unit 1:** 92–93 **Unit 4:** 190–191 **Unit 7:** 86–87, 92–93, 96–97 **Unit 10:** 184–185
W.3.1d	Provide a concluding statement or section.	**TEACHER RESOURCE SYSTEM: Unit 1:** 92–93 **Unit 4:** 122–123, 190–191 **Unit 5:** 92–93 **Unit 7:** 92–93 **Unit 10:** 194–195
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
W.3.2a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	**TEACHER RESOURCE SYSTEM: Unit 1:** 60–61, 86–87, 158–159 **Unit 2:** 158–159 **Unit 5:** 42–43, 48–49, 54–55 **Unit 7:** 8–9, 26–27, 28–29 **Unit 9:** 64–65, 74–75, 80–81
W.3.2b	Develop the topic with facts, definitions, and details.	**TEACHER RESOURCE SYSTEM: Unit 1:** 60–61 **Unit 2:** 146–147, 162–163 **Unit 4:** 106–107 **Unit 5:** 42–43, 60–61 **Unit 7:** 26–27 **Unit 9:** 64–65, 86–87
W.3.2c	Use linking words and phrases (e.g., *also* , *another* , *and* , *more* , *but*) to connect ideas within categories of information.	**TEACHER RESOURCE SYSTEM: Unit 1:** 60–61, 64–65 **Unit 2:** 158–159, 162–163 **Unit 4:** 118–119 **Unit 5:** 42–43, 64–65 **Unit 6:** 122–123 **Unit 7:** 20–21, 26–27
W.3.2d	Provide a concluding statement or section.	**TEACHER RESOURCE SYSTEM: Unit 1:** 60–61 **Unit 4:** 122–123 **Unit 5:** 48–49 **Unit 7:** 26–27 **Unit 9:** 92–93
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event	
W.3.3a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	**TEACHER RESOURCE SYSTEM: Unit 1:** 26–27 **Unit 2:** 124–125 **Unit 4:** 158–159 **Unit 5:** 8–9, 14–15, 32–33 **Unit 7:** 60–61 **Unit 8:** 158–159, 162–163, 172–173
W.3.3b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	**TEACHER RESOURCE SYSTEM: Unit 1:** 26–27 **Unit 2:** 130–131, 152–153 **Unit 4:** 158–159 **Unit 5:** 24–25, 32–33 **Unit 7:** 42–43, 54–55, 60–61, 64–65 **Unit 8:** 190–191
W.3.3c	Use temporal words and phrases to signal event order.	**TEACHER RESOURCE SYSTEM: Unit 1:** 26–27 **Unit 5:** 20-21 **Unit 4:** 158–159 **Unit 5:** 20–21 **Unit 7:** 60–61 **Unit 8:** 184–185, 194–195
W.3.3d	Provide a sense of closure.	**TEACHER RESOURCE SYSTEM: Unit 1:** 26–27 **Unit 2:** 124–125 **Unit 4:** 146–147, 158–159 **Unit 7:** 60–61 **Unit 8:** 194–195
Production and Distribution of Writing		**Benchmark Advance**
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade–specific expectations for writing types are defined in standards 1–3 above.)	**TEACHER RESOURCE SYSTEM: Unit 1:** 26–27, 48–49, 54–55, 60–61, 64–65, 74–75, 80–81, 86–87, 92–93, 96–97 **Unit 2:** 124–125, 130–131, 152–153, 158–159, 162–163, 184–185, 190–191, 194–195 **Unit 4:** 106–107, 122–123, 130–131, 162–163, 178–179, 184–185, 194–195 **Unit 5:** 14–15, 32–33, 42–43, 54–55, 86–87, 92–93 **Unit 7:** 14–15, 20–21, 26–27, 32–33, 54–55, 60–61, 64–65, 80–81, 92–93, 96–97 **Unit 8:** 106–107, 112–113, 158–159, 162–163, 172–173, 178–179, 190–191 **Unit 9:** 64–65, 80–81, 86–87, 92–93 **Unit 10:** 106–107, 172–173, 178–179, 184–185, 190–191, 194–195
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)	**TEACHER RESOURCE SYSTEM: Unit 1:** 8–9, 14–15, 20–21, 32–33, 42–43, 48–49, 54–55, 64–65, 74–75, 80–81, 86–87, 96–97 **Unit 2:** 106–107, 112–113, 118–119, 130–131, 140–141, 146–147, 152–153, 162–163, 172–173, 174–175, 178–179, 184–185, 190–191, 194–195 **Unit 4:** 112–113, 118–119, 130–131, 140–141, 146–147, 152–153, 162–163, 172–173, 178–179, 184–185, 194–195 **Unit 5:** 8–9, 14–15, 20–21, 24–25, 32–33, 42–43, 48–49, 54–55, 80–81, 86–87, 92–93 **Unit 7:** 8–9, 14–15, 20–21, 26–27, 32–33, 42–43, 48–49, 54–55, 64–65, 74–75, 80–81, 86–87, 92–93, 96–97, 172–173, 178–179, 184–185, 190–191, 194–195 **Unit 9:** 42–43, 64–65, 74–75, 80–81, 86–87 **Unit 10:** 162–163

W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	**TEACHER RESOURCE SYSTEM: Unit 3:** 20–21, 26–27, 32–33, 60–61, 64–65, 86–87, 92–93, 96–97 **Unit 8:** 118–119, 194–195 **Unit 9:** 20–21, 96–97 **Unit 10:** 118–119, 194–195
Research to Build and Present Knowledge		**Benchmark Advance**
W.3.7	Conduct short research projects that build knowledge about a topic.	**TEACHER RESOURCE SYSTEM: Unit 3:** 8–9, 14–15, 20–21, 26–27, 32–33, 42–43, 48–49, 54–55, 60–61, 64–65, 74–75, 80–81, 86–87, 92–93, 96–97 **Unit 6:** 106–107, 112–113, 118–119, 130–131, 140–141, 146–147, 152–153, 158–159, 162–163, 172–173, 178–179, 184–185, 190–191, 194–195 **Unit 8:** 112–113, 118–119, 122–123, 130–131, 140–141, 146–147, 152–153 **Unit 9:** 8–9, 14–15, 20–21, 26–27, 32–33, 42–43, 48–49, 54–55, 60–61 **Unit 10:** 106–107, 112–113, 118–119, 124–125, 130–131, 152–153, 158–159
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	**TEACHER RESOURCE SYSTEM: Unit 1:** 14–15, 20–21, 48–49, 80–81 **Unit 2:** 112–113, 146–147, 172–173 **Unit 3:** 20–21, 26–27, 32–33, 42–43, 60–61, 64–65, 80–81, 86–87, 92–93, 96–97 **Unit 4:** 106–107, 112–113, 146–147, 178–179, 194–195 **Unit 5:** 14–15, 48–49, 54–55, 80–81 **Unit 6:** 106–107, 112–113, 118–119, 130–131, 146–147, 152–153, 158–159, 162–163, 172–173, 178–179, 184–185, 190–191, 194–195 **Unit 7:** 14–15, 20–21, 26–27, 48–49, 80–81, 86–87, 92–93 **Unit 8:** 112–113, 118–119, 130–131, 140–141, 146–147, 152–153, 178–179 **Unit 9:** 14–15, 20–21, 32–33, 42–43, 54–55, 60–61, 86–87, 96–97 **Unit 10:** 106–107, 112–113, 118–119, 124–125, 130–131, 140–141, 146–147, 152–153, 158–159
Range of Writing		**Benchmark Advance**
W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline–specific tasks, purposes, and audiences.	**TEACHER RESOURCE SYSTEM: Unit 1:** 26–27, 30–31, 32–33, 62–63, 64–65, 74–75, 76–77, 78–79, 80–81, 82–83, 88–89, 92–93, 94–95, 96–97 **Unit 2:** 108–109, 110–111, 120–121, 126–127, 128–129, 130–131, 138–139, 144–145, 162–163, 170–171, 176–177, 192–193, 194–195 **Unit 3:** 46–47, 50–51, 56–57, 62–63, 82–83, 94–95 **Unit 4:** 122–123, 128–129, 130–131, 142–143, 154–155, 160–161, 162–163, 194–195 **Unit 5:** 32–33, 40–41, 44–45, 46–47, 56–57, 64–65, 72–73, 74–75, 78–79, 88–89, 94–95, 96–97 **Unit 6:** 138–139, 142–143, 148–149, 160–161 **Unit 7:** 26–27, 32–33, 54–55, 60–61, 64–65, 72–73, 78–79, 82–83, 88–89, 92–93, 96–97 **Unit 8:** 104–105, 110–111, 126–127, 128–129, 140–141, 142–143, 146–147, 148–149, 154–155, 160–161, 180–181, 186–187, 190–191, 192–193, 194–195 **Unit 9:** 40–41, 44–45, 48–49, 50–51, 62–63, 72–73, 82–83, 88–89, 94–95, 96–97 **Unit 10:** 194–195
Speaking and Listening Standards		
Comprehension and Collaboration		**Benchmark Advance**
SL.3.1	Engage effectively in a range of collaborative discussions (one–on–one, in groups, and teacher–led) with diverse partners on *grade 3*	
SL.3.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	**TEACHER RESOURCE SYSTEM: Unit 1:** 14–15, 18–19, 30–31, 38, 39, 54–55, 60–61, 70, 71, 78–79, 88–89, 94–95 **Unit 2:**102–103, 108–109, 112–113, 114–115, 116–117, 118–119, 120–121, 136, 137, 140–141, 150–151, 152–153, 154–155, 168, 169, 180–181, 184–185, 186–187, 192–193 **Unit 3:** 4–5, 26–27, 32–33, 38, 39, 42–43, 48–49, 50–51, 52–53, 60–61, 70, 71, 76–77, 82–83, 88–89, 94–95 **Unit 4:** 102–103, 112–113, 118–119, 136, 137, 138–139, 142–143, 146–147, 154–155, 160–161, 168, 169, 170–171, 174–175, 192–193 **Unit 5:** 4–5, 12–13, 24–25, 28–29, 30–31, 38, 39, 40–41, 44–45, 52–53, 62–63, 70, 71, 74–75, 82–83, 94–95 **Unit 6:** 102–103, 106–107, 114–115, 120–121, 122–123, 124–125, 136, 137, 148–149, 152–153, 154–155, 160–161, 168, 169, 174–175, 184–185, 192–193 **Unit 7:** 4–5, 14–15, 16–17, 18–19, 28–29, 30–31, 38, 42–43, 52–53, 56–57, 62–63, 70, 71, 72–73, 76–77, 82–83, 88–89, 94–95 **Unit 8:** 102–103, 106–107, 114–115, 120–121, 122–123, 128–129, 136, 137, 138–139, 140–141, 144–145, 160–161, 168, 169, 172–173, 180–181, 186–187, 192–193 **Unit 9:** 4–5, 10–11, 22–23, 26–27, 28–29, 30–31, 38, 39, 40–41, 44–45, 46–47, 56–57, 62–63, 70, 71, 72–73, 76–77, 82–83, 88–89, 94–95 **Unit 10:** 102–103, 110–111, 112–113, 124–125, 128–129, 138–139, 140–141, 148–149, 152–153, 154–155, 160–161, 168, 169, 170–171, 174–175, 180–181, 186–187, 192–193

SL.3.1b	Follow agreed–upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	**TEACHER RESOURCE SYSTEM: Unit 1:** 4–5, 10–11, 14–15, 18–19, 30–31, 38, 39, 54–55, 60–61, 70, 71, 78–79, 88–89, 94–95 **Unit 2:** 102–103, 108–109, 112–113, 114–115, 116–117, 118–119, 120–121, 136, 137, 140–141, 150–151, 152–153, 154–155, 168, 169, 180–181, 184–185, 186–187, 192–193 **Unit 3:** 4–5, 26–27, 32–33, 38, 39, 42–43, 48–49, 50–51, 52–53, 60–61, 70, 71, 76–77, 82–83, 88–89, 94–95 **Unit 4:** 102–103, 112–113, 118–119, 136, 137, 138–139, 142–143, 146–147, 154–155, 160–161, 168, 169, 170–171, 174–175, 180–181, 192–193 **Unit 5:** 4–5, 12–13, 24–25, 28–29, 30–31, 38, 39, 40–41, 44–45, 52–53, 62–63, 70, 71, 74–75, 82–83, 94–95 **Unit 6:** 102–103, 106–107, 114–115, 120–121, 122–123, 128–129, 136, 137, 148–149, 152–153, 154–155, 160–161, 168, 169, 174–175, 184–185, 192–193 **Unit 7:** 4–5, 14–15, 16–17, 18–19, 28–29, 30–31, 38, 42–43, 52–53, 56–57, 62–63, 70, 71, 72–73, 76–77, 82–83, 88–89, 94–95 **Unit 8:** 102–103, 106–107, 114–115, 120–121, 122–123, 128–129, 136, 137, 138–139, 140–141, 144–145, 160–161, 168, 169, 172–173, 180–181, 186–187, 192–193 **Unit 9:** 4–5, 10–11, 22–23, 26–27, 28–29, 30–31, 38, 39, 40–41, 44–45, 46–47, 56–57, 62–63, 70, 71, 72–73, 76–77, 82–83, 88–89, 94–95 **Unit 10:** 102–103, 110–111, 112–113, 124–125, 128–129, 138–139, 140–141, 148–149, 152–153, 154–155, 160–161, 168, 169, 170–171, 174–175, 180–181, 186–187, 192–193
SL.3.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	**TEACHER RESOURCE SYSTEM: Unit 1:** 4–5, 6–7, 10–11, 14–15, 18–19, 20–21, 30–31, 38, 39, 42–43, 48–49, 50–51, 54–55, 60–61, 64–65, 70, 71, 72–73, 78–79, 88–89, 94–95 **Unit 2:** 102–103, 108–109, 112–113, 114–115, 116–117, 118–119, 120–121, 136, 137, 140–141, 150–151, 152–153, 154–155, 168, 169, 180–181, 184–185, 186–187, 192–193 **Unit 3:** 4–5, 26–27, 32–33, 38, 39, 42–43, 48–49, 50–51, 52–53, 60–61, 70, 71, 76–77, 82–83, 88–89, 94–95 **Unit 4:** 102–103, 112–113, 118–119, 136, 137, 138–139, 142–143, 146–147, 154–155, 160–161, 168, 169, 170–171, 174–175, 180–181, 192–193 **Unit 5:** 4–5, 6–7, 12–13, 24–25, 28–29, 30–31, 38, 39, 40–41, 44–45, 52–53, 62–63, 70, 71, 74–75, 82–83, 94–95 **Unit 6:** 102–103, 106–107, 114–115, 120–121, 122–123, 136, 137, 148–149, 152–153, 154–155, 160–161, 168, 169, 174–175, 184–185, 192–193 **Unit 7:** 4–5, 14–15, 16–17, 18–19, 28–29, 30–31, 38, 42–43, 52–53, 56–57, 62–63, 70, 71, 72–73, 76–77, 82–83, 88–89, 94–95 **Unit 8:** 102–103, 106–107, 114–115, 120–121, 122–123, 128–129, 136, 137, 138–139, 140–141, 144–145, 160–161, 168, 169, 172–173, 180–181, 186–187, 192–193 **Unit 9:** 4–5, 10–11, 22–23, 26–27, 28–29, 30–31, 38, 39, 40–41, 44–45, 46–47, 56–57, 62–63, 70, 71, 72–73, 76–77, 82–83, 88–89, 94–95 **Unit 10:** 102–103, 110–111, 112–113, 124–125, 128–129, 138–139, 140–141, 148–149, 152–153, 154–155, 160–161, 168, 169, 170–171, 174–175, 180–181, 186–187, 192–193
SL.3.1d	Explain their own ideas and understanding in light of the discussion.	**TEACHER RESOURCE SYSTEM: Unit 1:** 4–5, 6–7, 8–9, 10–11, 14–15, 18–19, 20–21, 26–27, 30–31, 38, 39, 42–43, 48–49, 54–55, 60–61, 64–65, 70, 71, 72–73, 78–79, 88–89, 92–93, 94–95 **Unit 2:** 102–103, 108–109, 112–113, 114–115, 116–117, 118–119, 120–121, 136, 137, 140–141, 150–151, 152–153, 154–155, 168, 169, 180–181, 184–185, 186–187 **Unit 3:** 4–5, 26–27, 32–33, 38, 39, 42–43, 48–49, 50–51, 52–53, 60–61, 70, 71, 76–77, 82–83, 88–89, 94–95 **Unit 4:** 102–103, 112–113, 118–119, 136, 137, 138–139, 142–143, 146–147, 154–155, 160–161, 168, 169, 170–171, 174–175, 180–181, 184–185, 192–193 **Unit 5:** 4–5, 6–7, 12–13, 20–21, 24–25, 28–29, 30–31, 38, 39, 40–41, 44–45, 52–53, 62–63, 70, 71, 74–75, 82–83, 94–95 **Unit 6:** 102–103, 106–107, 114–115, 120–121, 122–123, 136, 137, 138–139, 148–149, 152–153, 154–155, 160–161, 168, 169, 174–175, 184–185, 186–187, 192–193 **Unit 7:** 4–5, 8–9, 14–15, 16–17, 18–19, 28–29, 30–31, 38, 42–43, 52–53, 56–57, 62–63, 70, 71, 72–73, 76–77, 82–83, 88–89, 94–95 **Unit 8:** 102–103, 106–107, 114–115, 120–121, 122–123, 128–129, 136, 137, 138–139, 140–141, 144–145, 160–161, 168, 169, 172–173, 180–181, 186–187, 192–193 **Unit 9:** 4–5, 10–11, 22–23, 26–27, 28–29, 30–31, 38, 39, 40–41, 44–45, 46–47, 56–57, 62–63, 70, 71, 72–73, 76–77, 82–83, 88–89, 94–95 **Unit 10:** 102–103, 110–111, 112–113, 124–125, 128–129, 138–139, 140–141, 148–149, 152–153, 154–155, 160–161, 168, 169, 170–171, 174–175, 180–181, 186–187, 192–193
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	**TEACHER RESOURCE SYSTEM: Unit 8:** 176–177 **Unit 10:** 128–129
Presentation of Knowledge and Ideas		**Benchmark Advance**
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking	

SL.3.4a	**Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion. CA**	
SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	**TEACHER RESOURCE SYSTEM: Unit 4:** 176–177
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)	**TEACHER RESOURCE SYSTEM: Unit 1:** 38, 39, 70, 71 **Unit 2:** 136, 137, 168, 169 **Unit 3:** 38, 39, 70, 71, 168, 169 **Unit 5:** 30–31, 38, 39, 70, 71 **Unit 6:** 136, 137, 154–155, 168, 169 **Unit 7:** 4–5, 70, 71 **Unit 8:** 136, 137 **Unit 9:** 38, 39, 48–49, 70, 71 **Unit 10:** 168, 169, 170–171
Language Standards		
Conventions of Standard English		**Benchmark Advance**
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.3.1a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	**TEACHER RESOURCE SYSTEM: Unit 1:** 26–27, 60–61, 64–65, 92–93, 96–97 **Unit 2:** 124–125, 130–131, 194–195 **Unit 5:** 8–9, 24–25, 32–33, 60–61, 96–97 **Unit 7:** 92–93 **WRITING AND LANGUAGE HANDBOOK:** 158-159 (Use Parts of Speech), BLM 1
L.3.1b	Form and use regular and irregular plural nouns.	**TEACHER RESOURCE SYSTEM: Unit 1:** 32–33, 92–93, 96–97 **Unit 6:** 116–117, 124–125 **Unit 7:** 8–9 **WRITING AND LANGUAGE HANDBOOK:** 160-161 (Use Irregular Plural Nouns), 162-163 (Use Regular Plural Nouns), BLM 2, BLM 3
L.3.1c	Use abstract nouns (e.g., *childhood*).	**TEACHER RESOURCE SYSTEM: Unit 1:** 26–27, 32–33, 42–43 **Unit 9:** 16–17 **WRITING AND LANGUAGE HANDBOOK:** 164-165 (Use Abstract Nouns), BLM 4
L.3.1d	Form and use regular and irregular verbs.	**TEACHER RESOURCE SYSTEM: Unit 1:** 60–61, 64–65, 92–93, 96–97 **Unit 5:** 60–61, 64–65, 96–97 **WRITING AND LANGUAGE HANDBOOK:** 166-167 (Use Regular and Irregular Verbs), BLM 5
L.3.1e	Form and use the simple (e.g., *I walked* ; *I walk* ; *I will walk*) verb tenses.	**TEACHER RESOURCE SYSTEM: Unit 1:** 60–61, 64–65, 96–97 **Unit 5:** 60–61, 84–85, 90–91, 96–97 **Unit 8:** 194–195 **WRITING AND LANGUAGE HANDBOOK:** 168-169 (Use Simple Verb Tenses), BLM 6
L.3.1f	Ensure subject–verb and pronoun–antecedent agreement.*	**TEACHER RESOURCE SYSTEM: Unit 1:** 84–85, 92–93, 96–97 **Unit 5:** 24–25, 32–33, 96–97 **WRITING AND LANGUAGE HANDBOOK:** 170-171 (Use Pronoun Antecedent Agreement), 172-173 (Use Subject-Verb Agreement), BLM 7, BLM 8, BLM 9
L.3.1g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	**TEACHER RESOURCE SYSTEM: Unit 4:** 158–159, 162–163, 190–191, 194–195 **Unit 5:** 32–33 **Unit 7:** 32–33 **WRITING AND LANGUAGE HANDBOOK:** 174-175 (Use Use Comparatives and Superlatives), BLM 10

L.3.1h	Use coordinating and subordinating conjunctions.	**TEACHER RESOURCE SYSTEM: Unit 2:** 158–159, 162–163, 190–191, 194–195 **Unit 4:** 184–185 **Unit 5:** 64–65, 92–93, 96–97 **Unit 7:** 96–97 **Unit 8:** 184–185 **Unit 10:** 184–185, 190–191 **WRITING AND LANGUAGE HANDBOOK:** 176-177 (Use Coordinating Conjunctions), 178-179 (Use Subordinating Conjunctions), BLM 11, BLM 12, BLM 13, BLM 14
L.3.1i	Produce simple, compound, and complex sentences.	**TEACHER RESOURCE SYSTEM: Unit 1:** 64–65, 92–93 **Unit 2:** 158–159, 162–163, 190–191 **Unit 4:** 184–185 **Unit 5:** 64–65, 96–97, 64–65, 96–97 **Unit 7:** 64–65 **Unit 8:** 184–185 **WRITING AND LANGUAGE HANDBOOK:** 178-179 (Use Subordinating Conjunctions), BLM 13, BLM 14
L.3.1j	**Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence. CA**	**TEACHER RESOURCE SYSTEM: Unit 1:** 14–15, 48–49, 80–81 **Unit 2:** 112–113 **Unit 3:** 14–15, 48–49, 80–81 **Unit 4:** 146–147, 178–179 **Unit 5:** 14–15, 48–49, 80–81 **Unit 6:** 112–113, 146–147 **Unit 9:** 14–15, 80–81 **Unit 10:** 178–179, 190–191, 194–195
L.3.1k	**Use reciprocal pronouns correctly. CA**	**TEACHER RESOURCE SYSTEM: Unit 7:** 26–27, 32–33
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.3.2a	Capitalize appropriate words in titles.	**TEACHER RESOURCE SYSTEM: Unit 1:** 96–97 **Unit 2:** 130–131, 156–157, 162–163, 194–195 **Unit 10:** 178–179 **WRITING AND LANGUAGE HANDBOOK:** 180-181 (Capitalize Titles), BLM 15, BLM 16
L.3.2b	Use commas in addresses.	**TEACHER RESOURCE SYSTEM: Unit 1:** 26–27, 32–33 **Unit 9:** 52–53 **WRITING AND LANGUAGE HANDBOOK:** 182-183 (Use Commas in Addresses), BLM 17
L.3.2c	Use commas and quotation marks in dialogue.	**TEACHER RESOURCE SYSTEM: Unit 2:** 130–131 **Unit 5:** 24–25, 32–33 **WRITING AND LANGUAGE HANDBOOK:** 184-185 (Use Commas and Quotation Marks in Dialogue), BLM 18
L.3.2d	Form and use possessives.	**TEACHER RESOURCE SYSTEM: Unit 1:** 60–61 **Unit 4:** 122–123, 130–131, 190–191, 194–195 **WRITING AND LANGUAGE HANDBOOK:** 186-187 (Use Possessives), BLM 19
L.3.2e	Use conventional spelling for high–frequency and other studied words and for adding suffixes to base words (e.g., *sitting* , *smiled* , *cries* , *happiness*).	**TEACHER RESOURCE SYSTEM: Unit 1:** 32–33 **Unit 2:** 130–131, 162–163, 194–195 **Unit 4:** 162–163 **Unit 5:** 32–33, 84–85, 90–91, 96–97 **Unit 7:** 18–19, 32–33, 52–53, 58–59, 96–97 **Unit 9:** 18–19 **Unit 10:** 156–157 **WRITING AND LANGUAGE HANDBOOK:** 188-189 (Use Suffixes), BLM 20
L.3.2f	Use spelling patterns and generalizations (e.g., word families, position–based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	**TEACHER RESOURCE SYSTEM: Unit 1:** 18–19, 24–25, 52–53, 58–59, 90–91 **Unit 2:** 116–117, 122–123, 130–131, 150–151, 162–163, 182–183, 188–189 **Unit 3:** 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 **Unit 4:** 116–117, 122–123, 124–125, 150–151, 156–157, 162–163, 182–183, 188–189 **Unit 5:** 18–19, 26–27, 32–33, 52–53, 58–59 **Unit 6:** 150–151, 156–157, 182–183, 188–189 **Unit 7:** 32–33, 84–85, 90–91, 96–97 **Unit 8:** 116–117, 124–125, 150–151, 156–157, 182–183, 188–189 **Unit 9:** 18–19, 24–25, 84–85, 90–91 **Unit 10:** 116–117, 122–123, 182–183, 188–189 **WRITING AND LANGUAGE HANDBOOK:** 190-191 (Use Spelling Patterns), BLM 21, BLM 22
L.3.2g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	**TEACHER RESOURCE SYSTEM: Unit 1:** 32–33, 64–65 **Unit 2:** 130–131, 162–163, 194–195 **Unit 4:** 130–131, 162–163, 194–195 **Unit 5:** 32–33, 96–97 **Unit 7:** 32–33 **Unit 9:** 96–97 **Unit 10:** 120–121 **WRITING AND LANGUAGE HANDBOOK:** 192-193 (Use Spelling Reference Materials), BLM 23
Knowledge of Language		**Benchmark Advance**
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.3.3a	Choose words and phrases for effect.*	**TEACHER RESOURCE SYSTEM: Unit 2:** 144–145, 194–195 **Unit 4:** 130–131, 162–163 **Unit 5:** 32–33, 86–87, 60–61, 64–65 **Unit 7:** 194–195, 208–209 **LEVELED TEXT TEACHER'S GUIDES: Unit 2:** *Pinocchio and Peter Pan* (Q/40) **WRITING AND LANGUAGE HANDBOOK:** 194-195 (Use Words and Phrases for Effect), BLM 24

L.3.3b	Recognize and observe differences between the conventions of spoken and written standard English.	**TEACHER RESOURCE SYSTEM: Unit 2:** 162–163 **Unit 4:** 120–121, 162–163 **Unit 5:** 60–61, 70, 74–75, 86–87 **Unit 7:** 8–9, 42–43, 60–61, 64–65, 74–75 **Unit 9:** 74–75 **WRITING AND LANGUAGE HANDBOOK:** 196-197 (Use Standard English), BLM 25, BLM 26
Vocabulary Acquisition and Use		**Benchmark Advance**
L.3.4	Determine or clarify the meaning of unknown and multiple–meaning word and phrases based on *grade 3 reading and content* ,	
L.3.4a	Use sentence–level context as a clue to the meaning of a word or phrase.	**TEACHER RESOURCE SYSTEM: Unit 1:** 28–29 **Unit 3:** 10–11, 78–79 **Unit 5:** 10–11 **Unit 6:** 176–177 **Unit 7:** 10–11, 52–53, 58–59 **Unit 8:** 120–121 **Unit 9:** 10–11 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *Susan B. Casts a Ballot* (H/13) **Unit 2:** *The Tale of Rip Van Winkle* (M/28) **Unit 3:** *Why Hummingbirds Drink Nectar* (O/NA), *Amazing Animal Senses!* (H/NA) **Unit 4:** *Tom Sawyer Paints the Fence* (M/28) **Unit 5:** *Louis Pasteur* (K/20) **Unit 9:** *Cesar Chavez* (L/24) **READER'S THEATER HANDBOOK: Unit 1:** 9 **Unit 2:** 21 **Unit 3:** 33 **Unit 6:** 69 **Unit 7:** 81 **Unit 9:** 105 **Unit 10:** 117 **WRITING AND LANGUAGE HANDBOOK:** 198-199 (Use Context Clues), BLM 27, BLM 28
L.3.4b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable* , *comfortable/uncomfortable* , *care/careless* , *heat/preheat*).	**TEACHER RESOURCE SYSTEM: Unit 7:** 18–19, 24–25 **Unit 9:** 18–19, 24–25, 52–53, 58–59 **Unit 10:** 182–183, 188–189 **LEVELED TEXT TEACHER'S GUIDES: Unit 2:** *The Little Hero of Haarlem* (I/16), *Pandora* (P/NA) **Unit 5:** *The Wright Brother* s (I/14) **Unit 9:** *Money* (M/24) **READER'S THEATER HANDBOOK: Unit 10:** 123 **WRITING AND LANGUAGE HANDBOOK:** 200-201 (Use Root Words and Affixes), BLM 29
L.3.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company* , *companion*).	**TEACHER RESOURCE SYSTEM: Unit 10:** 116–117, 122–123, 182–183, 188–189 **LEVELED TEXT TEACHER'S GUIDES: Unit 4:** *Medusa* (M/NA), *I Danc* e (M/28) **Unit 6:** *Iktomi and his Blanket* (M/28) **WRITING AND LANGUAGE HANDBOOK:** 200-201 (Use Root Words and Affixes), BLM 29
L.3.4d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases **in all content areas. CA**	**TEACHER RESOURCE SYSTEM: Unit 1:** 28–29 **Unit 3:** 10–11, 78–79 **Unit 5:** 10–11, 78–79 **Unit 6:** 110–111, 120–121, 176–177 **Unit 8:** 120–121 **Unit 9:** 10–11 **Unit 10:** 120–121 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *We Need a Class Constitution* (L/24), *My Vote Counts!* (R/40) **Unit 4:** *Little Red Riding Hood* (P/NA) **READER'S THEATER HANDBOOK: Unit 1:** 15 **Unit 2:** 27 **Unit 4:** 45 **Unit 5:** 57 **Unit 6:** 75 **Unit 7:** 87 **WRITING AND LANGUAGE HANDBOOK:** 202-203 (Use Glossaries and Dictionaries), BLM 30, BLM 31
L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.	
L.3.5a	Distinguish the literal and non-literal meanings of words and phrases in context (e.g., *take steps*).	**TEACHER RESOURCE SYSTEM: Unit 2:** 126–127, 148–149 **Unit 4:** 110–111, 126–127, 180–181 **Unit 8:** 110–111, 154–155, 190–191 **Unit 9:** 12–13, 46–47, 56–57 **Unit 10:** 110–111 **LEVELED TEXT TEACHER'S GUIDES: Unit 6:** *Kanchil and the Crocodiles* (O/NA), *King Midas and the Golden Touch* (P/NA) **READER'S THEATER HANDBOOK: Unit 3:** 39 **Unit 5:** 51, 63 **WRITING AND LANGUAGE HANDBOOK:** 204-205 (Use Literal and Nonliteral Meanings), BLM 32

L.3.5b	Identify real–life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).	**TEACHER RESOURCE SYSTEM: Unit 5:** 46–47 **Unit 9:** 78–79 **LEVELED TEXT TEACHER'S GUIDES: Unit 3:** *How Rabbit Lost Its Tail* (N/NA) **WRITING AND LANGUAGE HANDBOOK:** 206-207 (Make Real-Life Connections), BLM 33
L.3.5c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).	**TEACHER RESOURCE SYSTEM: Unit 2:** 144–145 **Unit 10:** 144–145 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *We Need to Play! We Need to Park!* (H/13) **Unit 2:** *Tom Sawyer Becomes a Pirate* (I/15), *Jack and the Beanstalk* (L/24) **Unit 3:** *Ostrich's Long Neck* (M/28) **WRITING AND LANGUAGE HANDBOOK:** 208-209 (Use Shades of Meaning), BLM 34
L.3.6	Acquire and use accurately grade–appropriate conversational, general academic, and domain–specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).	**TEACHER RESOURCE SYSTEM: Unit 2:** 148–149 **Unit 3:** 78–79 **Unit 4:** 180–181 **Unit 5:** 10–11, 20–21, 38 **Unit 8:** 120–121, 184–185 **LEVELED TEXT TEACHER'S GUIDES: Unit 2:** *The Ugly Duckling* (P/NA) **Unit 4:** *Ruby Bridges* (L/24) **READER'S THEATER HANDBOOK: Unit 8:** 93, 99 **Unit 9:** 111 **WRITING AND LANGUAGE HANDBOOK:** 210-211 (Use Spatial and Temporal Signal Words and Phrases), BLM 35, BLM 36

Benchmark Advance **Correlation to the California Common Core ELA Standards for Grade 4**

Reading Standards for Literature		
Key Ideas and Details		**Benchmark Advance**
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	**TEACHER RESOURCE SYSTEM: Unit 1:** 16–17, 28–29, 72–73, 76–77, 78–79, 88–89 **Unit 2:** 104–105, 108–109, 110–111, 114–115, 138–139, 142–143, 144–145, 148–149, 160–161, 170–171, 172–173, 174–175, 176–177 **Unit 3:** 16–17, 28–29 **Unit 4:** 104–105, 108–109, 110–111, 114–115, 120–121, 126–127, 128–129, 138–139, 142–143, 148–149, 154–155, 160–161, 170–171, 172–173, 174–175, 180–181, 186–187, 192–193 **Unit 6:** 104–105, 110–111, 114–115, 126–127, 128–129, 138–139, 142–143, 144–145, 148–149, 154–155, 160–161, 170–171, 174–175, 180–181, 186–187, 192–193 **Unit 7:** 16–17 Unit 9: 16–17, 72–73, 76–77 **LEVELED TEXT TEACHER'S GUIDES: Unit 1**: *Hats off to the President: A White House Mystery* (P/38), *Opinions About Workers' Rights* (S/44) **Unit 2:** *Treasure Island: My Sea Adventure* (Q/40), *The Legend of Sleepy Hollow* (R/40), *Coyote Brings Fire to the People...* (R/40), *Alice in Wonderland* (S/44), *Storm scenes from Two Classic Works of Children's Literature: The Wizard of Oz and The Cay* (T/44) **Unit 3:** *Haiku* (NA) **Unit 4:** *Opinions About Two Fairy Tales* (O/34), *Wally Smithers and the Germ Squad* (Q/40) **Unit 6:** *Opinions About Odysseus* (N/30), *Odysseus and the Cyclops, Circe Enchants Odysseus, The Call of the Sirens* (S/44), *Hercules' 11th Labor* (T/44) **READER'S THEATER HANDBOOK: Unit 1:** 9, 13, 15, 19 **Unit 2:** 21, 25, 27, 31 **Unit 3:** 33, 37, 39, 43 **Unit 4:** 45, 49, 51, 55 **Unit 5:** 57, 61, 63, 67 **Unit 6:** 69, 73, 75, 79 **Unit 7:** 81, 85, 87, 91 **Unit 8:** 93, 97, 99, 103 **Unit 9:** 105, 109, 111, 115 **Unit 10:** 117, 121, 123, 127
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	**TEACHER RESOURCE SYSTEM: Unit 1:** 28–29, 72–73, 76–77 **Unit 2:** 104–105, 114–115, 128–129, 138–139, 142–143, 170–171, 172–173, 174–175 **Unit 3:** 16–17, 88–89 **Unit 4:** 104–105, 114–115, 138–139, 142–143, 170–171, 174–175 **Unit 6:** 104–105, 110–111, 114–115, 128–129, 138–139, 142–143, 160–161, 170–171, 174–175, 192–193 **Unit 7:** 16–17 **Unit 9:** 16–17, 72–73, 76–77, 88–89 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *Opinions About Workers' Rights* (S/44) **Unit 2:** *Treasure Island: My Sea Adventure* (Q/40), *The Black Stallion* (R/40), *The Legend of Sleepy Hollow* (R/40), *Coyote Brings Fire to the People...* (R/40), *Alice in Wonderland* (S/44), *Storm scenes from Two Classic Works of Children's Literature: The Wizard of Oz and The Cay* (T/44), **Unit 3:** *Opinions about Weather Scenes* (R/40), *Haiku* (NA) **Unit 4:** *The Secret Life of Wally Smithers* (O/34), *Opinions About Two Fairy Tales* (O/34), *Wally Smithers and the Germ Squad* (Q/40), *The Strong and the Weak* (W/60) **Unit 5:** *Dino-Pals are Dino-Mite; Earth Is All the Home We Have* (U/50) **Unit 6:** *Opinions About Odysseus* (N/30), *Hansel and Gretel; Rumpelstiltskin* (Q/40), *Hercules' 11th Labor* (T/44), *The Rumor Report, The Big Jump* (V/60) **Unit 7:** *Davy Crockett, John Henry, Keelboat Annie* (P/38), *Casey Jones, Pecos Bill and Sluefoot Sue* (Q/40) **READER'S THEATER HANDBOOK: Unit 4:** 49 **Unit 9:** 106, 109, 115 **Unit 10:** 121
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	**TEACHER RESOURCE SYSTEM: Unit 1:** 22–23, 28–29, 82–83 **Unit 2:** 108–109, 110–111, 126–127, 144–145, 148–149 **Unit 3:** 28–29, 88–89 **Unit 4:** 144, 148–149, 176–177, 186–187 **Unit 6:** 108–109, 120–121, 176–177, 180–181 **Unit 9:** 22–23, 79, 82–83 **LEVELED TEXT TEACHER'S GUIDES: Unit 2:** *Treasure Island: My Sea Adventure* (Q/40), *Coyote Brings Fire to the People...* (R/40) **Unit 3:** *Haiku* (NA) **Unit 6:** *Odysseus and the Cyclops, Circe Enchants Odysseus, The Call of the Sirens* (S/44), *The Rumor Report, The Big Jump* (V/60) **Unit 7:** *Davy Crockett, John Henry, Keelboat Annie* (P/38), *Casey Jones, Pecos Bill and Sluefoot Sue* (Q/40) **READER'S THEATER HANDBOOK: Unit 1:** 9, 15 **Unit 2:** 21, 27 **Unit 3:** 33, 39 **Unit 4:** 45, 51 **Unit 5:** 57, 63 **Unit 6:** 69, 75 **Unit 7:** 81, 87 **Unit 8:** 93, 99 **Unit 9:** 105, 111 **Unit 10:** 117, 123
Craft and Structure		**Benchmark Advance**
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). **(See grade 4 Language standards 4–6 for additional expectations.) CA**	**TEACHER RESOURCE SYSTEM: Unit 1:** 22–23, 82–83 **Unit 2:** 110–111, 126–127, 144–145 **Unit 3:** 28–29, 50–51, 88–89 **Unit 4:** 144, 148–149, 176–177 **Unit 6:** 120–121, 176–177 **Unit 9:** 22–23, 79 **LEVELED TEXT TEACHER'S GUIDES: Unit 2:** *Treasure Island: My Sea Adventure* (Q/40), *Coyote Brings Fire to the People...* (R/40) **Unit 3:** *Haiku* (NA) **Unit 6:** *Odysseus and the Cyclops, Circe Enchants Odysseus, The Call of the Sirens* (S/44), *The Rumor Report, The Big Jump* (V/60) **Unit 7:** *Davy Crockett, John Henry, Keelboat Annie* (P/38), *Casey Jones, Pecos Bill and Sluefoot Sue* (Q/40) **READER'S THEATER HANDBOOK: Unit 1:** 9, 15 **Unit 2:** 21, 27 **Unit 3:** 33, 39 **Unit 4:** 45, 51 **Unit 5:** 57, 63 **Unit 6:** 69, 75 **Unit 7:** 81, 87 **Unit 8:** 93, 99 **Unit 9:** 105, 111 **Unit 10:** 117, 123
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	**TEACHER RESOURCE SYSTEM: Unit 2:** 120, 121-122 **Unit 3:** 46–47, 72–73, 94–95 **Unit 9:** 28–29, 82–83, 94–95 **LEVELED TEXT TEACHER'S GUIDES: Unit 6:** *Hansel and Gretel; Rumpelstiltskin* (Q/40) **READER'S THEATER HANDBOOK: Unit 1:** 9 **Unit 6:** 75

RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first– and third–person narrations.	**TEACHER RESOURCE SYSTEM: Unit 3:** 30–31, 62–63 **Unit 4:** 108–109, 120–121, 128–129, 154–155, 160–161, 180–181 **LEVELED TEXT TEACHER'S GUIDES: Unit 2:** *The Legend of Sleepy Hollow* (R/40) **Unit 4:** *The Secret Life of Wally Smithers* (O/34) **Unit 5:** *Dino-Pals are Dino-Mite; Earth Is All the Home We Have* (U/50)
Integration of Knowledge and Ideas		**Benchmark Advance**
RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	**TEACHER RESOURCE SYSTEM: Unit 2:** 120–121, 154–155, 176–177, 180–181, 186–187 **Unit 3:** 82–83 **LEVELED TEXT TEACHER'S GUIDES: Unit 3:** *Opinions about Weather Scenes* (R/40), *Haiku* (NA) **Unit 4:** *The Strong and the Weak* (W/60) **Unit 5:** *Dino-Pals are Dino-Mite; Earth Is All the Home We Have* (U/50) **Unit 6:** *Hansel and Gretel; Rumpelstiltskin* (Q/40), *Odysseus and the Cyclops, Circe Enchants Odysseus, The Call of the Sirens* (S/44), *Hercules' 11th Labor* (T/44), *The Rumor Report, The Big Jump* (V/60) **Unit 7:** *Casey Jones, Pecos Bill and Sluefoot Sue* (Q/40)
RL.4.8	NA	
RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	**TEACHER RESOURCE SYSTEM: Unit 1:** 30–31, 94–95 **Unit 2:** 128–129, 160–161, 192–193 **Unit 4:** 192–193 **Unit 6:** 128–129, 160–161, 192–193 **Unit 9:** 94–95 **LEVELED TEXT TEACHER'S GUIDES: Unit 3:** *Haiku* (NA/NA) **Unit 6:** *Hansel and Gretel; Rumpelstiltskin* (Q/40), *Frederick Douglass, Sojourner Truth* (U/50) **READER'S THEATER HANDBOOK: Unit 2:** 25, 31 **Unit 4:** 55 **Unit 6:** 73, 79 **Unit 8:** 97 **Unit 9:** 109, 115 **Unit 10:** 121, 127
Range of Reading and Level of Text Complexity		**Benchmark Advance**
RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**TEACHER RESOURCE SYSTEM: Unit 1:** 16–17, 22–23, 30–31, 72–73, 76–77 **Unit 2:** 104–105, 114–115, 128–129, 138–139, 142–143, 170–171, 172–173, 174–175, 186–187 **Unit 3:** 10–11, 16–17, 46–47, 82–83 **Unit 4:** 104–105, 108–109, 114–115, 138–139, 142–143, 170–171 **Unit 6:** 104–105, 114–115, 138–139, 142–143, 170–171, 174–175 **Unit 9:** 16–17, 28–29, 76–77 **READER'S THEATER HANDBOOK: Unit 8:** 98-103 **Unit 10:** 122-127
Reading Standards for Informational Text		
Key Ideas and Details		**Benchmark Advance**
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	**TEACHER RESOURCE SYSTEM: Unit 1:** 6–7, 40–41, 44–45, 46–47, 50–51, 74–75, 94–95 **Unit 3:** 6–7, 40–41, 62–63, 72–73, 76–77 **Unit 4:** 145 **Unit 5:** 6–7, 16–17, 22–23, 28–29, 30–31, 40–41, 42–43, 46–47, 50–51, 56–57, 62–63, 72–73, 76–77, 78–79, 82–83, 88–89 **Unit 6:** 106–107, 108–109, 140–141 **Unit 7:** 6–7, 16–17, 40–41, 44–45, 72–73, 76–77 **Unit 8:** 6–7, 12–13, 22–23, 44–45, 48–49, 52–53, 54–55, 60–61, 66–67, 80–81, 84–85, 86–87, 90–91, 96–97 **Unit 9:** 6–7, 8–9, 39, 40–41, 44–45 **Unit 10:** 104–105, 114–115, 138–139, 142–143, 160–161, 170–171, 174–175, 186–187, 192–193 **LEVELED TEXT TEACHER'S GUIDES: Unit 1**: *After the Earthquake* (R/40), *My Trip to Historic Boston* (S/44) **Unit 2:** *Storm scenes from Two Classic Works of Children's Literature: The Wizard of Oz and The Cay* (T/44) **Unit 3:** *My Whale of a Tale* (O/34), *Doomed to Disappear? Endangered Species* (R/40), *Opinions About Ocean Health* (R/40), *Opinions about Weather Scenes* (R/40) **Unit 4:** *A Day in the Life of a Chicken Wrangl* er (Q/40), *I Am Deaf and I Dance* (S/44) **Unit 5:** *Bridges: Ecological Disasters* (R/40), *Bridges: Advances in Genetics* (R/40), *Bridges: Protecting Our Oceans* (Q/40) **Unit 7:** *Western Legends* (X/60), *Settling the West* (V/60), *Coming to America* (X/60), *Cowhands and Cattle Trails* (R/40) **Unit 8:** *Earth: Slow Changes* (Q/40), *Earth: Fast Changes* (Q/40), *Earth: Measuring Its Changes* (R/40), *Tsunamis* (S/44) **Unit 9:** *The Southeast* (Q/40), *The Midwest States* (Q/40), *Along the 21st Century Silk Road* (X/60) **Unit 10:** *Working with Electricity and Magnetism* (U/50), *Electricity Adds Up* (S/44), *Electrifying Personalities* (T/44), *Great Inventions and Where They Came From* (O/34)

RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	**TEACHER RESOURCE SYSTEM: Unit 1:** 6–7, 10–11, 40–41, 44–45 **Unit 3:** 6–7, 40–41, 72–73, 76–77 **Unit 5:** 6–7, 16–17, 40–41, 42–43, 56–57, 72–73, 76–77, 88–89 **Unit 7:** 6–7, 16–17, 40–41, 44–45, 72–73, 76–77 **Unit 8:** 6–7, 22–23, 44–45, 48–49, 80–81, 84–85 **Unit 9:** 6–7, 39, 40–41, 44–45 **Unit 10:** 104–105, 114–115, 138–139, 142–143, 170–171, 174–175 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *George Washington, Abraham Lincoln* (N/38), *Colonial Times* (Q/40), *After the Earthquake* (R/40), *My Trip to Historic Boston* (S/44) **Unit 3:** *My Whale of a Tale* (O/34), *Animal Migration* (P/38), *Doomed to Disappear? Endangered Species* (R/40), *Opinions About Ocean Health* (R/40) **Unit 4:** *A Day in the Life of a Chicken Wrangler* (Q/40), *I Am Deaf and I Dance* (S/44) **Unit 5:** *Bridges: Ecological Disasters* (R/40), *Bridges: Advances in Genetics* (R/40), *Bridges: Protecting Our Oceans* (Q/40), *Science at Sea* (U/50) **Unit 5:** *Energy Resources Around the World* (X/60) **Unit 6:** *Odysseus and the Cyclops, Circe Enchants Odysseus, The Call of the Sirens* (S/44), *Frederick Douglass, Sojourner Truth* (U/50) **Unit 7:** *Western Legends* (X/60), *Settling the West* (V/60), *Coming to America* (X/60), *Cowhands and Cattle Trails* (R/40) **Unit 8:** *Earth: Slow Changes* (Q/40), *Earth: Fast Changes* (Q/40), *Earth: Measuring Its Changes* (R/40), *Tsunamis* (S/44), *The Seven Natural Wonders* (N/30), *Trackers of Dynamic Earth* (U/50) **Unit 9:** *The Western States* (Q/40), *The Southeast* (Q/40), *Gold* (T/44), *The Midwest States* (Q/40), *The Great Depression by the Numbers* (W/60), *Along the 21st Century Silk Road* (X/60) **Unit 10:** *Looking at Light* (Q/40), *Working with Electricity and Magnetism* (U/50), *Electricity Adds Up* (S/44), *Electrifying Personalities* (T/44), *Snap, Crackle, and Flow* (R/40), *Great Inventions and Where They Came From* (O/34)
RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	**TEACHER RESOURCE SYSTEM: Unit 5:** 40–41, 42–43, 76–77 **Unit 6:** 108–109 **Unit 7:** 12–13, 50–51, 82–83 **Unit 8:** 104-105 **Unit 9:** 10–11, 50–51 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *George Washington, Abraham Lincoln* (N/38), *Colonial Times* (Q/40), *My Trip to Historic Boston* (S/44) **Unit 2:** *Storm scenes from Two Classic Works of Children's Literature: The Wizard of Oz and The Cay* (T/44) **Unit 3:** *My Whale of a Tale* (O/34), *Animal Migration* (P/38) **Unit 4:** *I Am Deaf and I Dance* (S/44) **Unit 5:** *Bridges: Ecological Disasters* (R/40), *Bridges: Advances in Genetics* (R/40), *Bridges: Protecting Our Oceans* (Q/40), *Science at Sea* (U/50), *Energy Resources Around the World* (X/60) **Unit 7:** *Western Legends* (X/60), *Settling the West* (V/60), *Coming to America* (X/60), *Cowhands and Cattle Trails* (R/40) **Unit 8:** *Earth: Fast Changes* (Q/40), *Tsunamis* (S/44), *Trackers of Dynamic Earth* (U/50) **Unit 9:** *The Western States* (Q/40), *The Southeast* (Q/40), *The Great Depression by the Numbers* (W/60), *Along the 21st Century Silk Road* (X/60) **Unit 10:** *Looking at Light* (Q/40), *Working with Electricity and Magnetism* (U/50), *Electricity Adds Up* (S/44), *Snap, Crackle, and Flow* (R/40), *Great Inventions and Where They Came From* (O/34)
Craft and Structure		**Benchmark Advance**
RI.4.4	Determine the meaning of general academic and domain–specific words or phrases in a text relevant to a *grade 4 topic or subject area* . **(See grade 4 Language standards 4–6 for additional expectations.) CA**	**TEACHER RESOURCE SYSTEM: Unit 3:** 12–13, 56–57 **Unit 5:** 10–11 **Unit 7:** 22–23 **Unit 8:** 108-109 **Unit 9:** 46–47, 78 **Unit 10:** 144–145 **LEVELED TEXT TEACHER'S GUIDES: Unit 3:** *My Whale of a Tale* (O/34) **Unit 4:** *A Day in the Life of a Chicken Wrangler* (Q/40)
RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	**TEACHER RESOURCE SYSTEM: Unit 5:** 12–13, 46–47 **Unit 7:** 10–11, 46–47, 50–51, 62–63 **Unit 8:** 110-111, 148-149 **Unit 9:** 10–11, 50–51 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *George Washington, Abraham Lincoln* (N/38), *Colonial Times* (Q/40), *After the Earthquake* (R/40) **Unit 3:** *Opinions About Ocean Health* (R/40) **Unit 4:** *A Day in the Life of a Chicken Wrangler* (Q/40) **Unit 5:** *Bridges: Ecological Disasters* (R/40), *Bridges: Advances in Genetics* (R/40), *Science at Sea* (U/50), *Energy Resources Around the World* (X/60) **Unit 6:** *Frederick Douglass, Sojourner Truth* (U/50) **Unit 7:** *Settling the West* (V/60), *Cowhands and Cattle Trails* (R/40) **Unit 8:** *Earth: Slow Changes* (Q/40), *The Seven Natural Wonders* (N/30), *Trackers of Dynamic Earth* (U/50) **Unit 9:** *The Southeast* (Q/40), *The Midwest States* (Q/40), *The Great Depression by the Numbers* (W/60), *Along the 21st Century Silk Road* (X/60) **Unit 10:** *Looking at Light* (Q/40), *Working with Electricity and Magnetism* (U/50), *Electricity Adds Up* (S/44), *Snap, Crackle, and Flow* (R/40), *Great Inventions and Where They Came From* (O/34)
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	**TEACHER RESOURCE SYSTEM: Unit 3:** 10–11 **Unit 8:** 126-127, 128-129, 192-193 **Unit 9:** 30–31 **Unit 10:** 126-127, 180–181 **LEVELED TEXT TEACHER'S GUIDES: Unit 3:** *Doomed to Disappear? Endangered Species* (R/40) **Unit 7:** *Western Legends* (X/60) **Unit 8:** *Earth: Fast Changes* (Q/40), *Tsunamis* (S/44) **Unit 9:** *Gold* (T/44) **Unit 10:** *Great Inventions and Where They Came From* (O/34)

Benchmark Advance **Correlation to the California Common Core ELA Standards for Grade 4**

Integration of Knowledge and Ideas		**Benchmark Advance**
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	**TEACHER RESOURCE SYSTEM: Unit 1:** 12–13, 56–57 **Unit 5:** 82–83 **Unit 7:** 12–13, 56–57 **Unit 8:** 114-115, 180-181 **Unit 10:** 148–149 **LEVELED TEXT TEACHER'S GUIDES: Unit 1**: *After the Earthquake* (R/40), *My Trip to Historic Boston* (S/44) **Unit 3:** *Animal Migration* (P/38), *Doomed to Disappear? Endangered Species* (R/40) **Unit 5:** *Bridges: Ecological Disasters* (R/40), *Science at Sea* (U/50), *Energy Resources Around the World* (X/60) **Unit 7:** *Western Legends* (X/60), *Coming to America* (X/60) **Unit 8:** *Earth: Slow Changes* (Q/40), *Tsunamis* (S/44), *The Seven Natural Wonders* (N/30), *Trackers of Dynamic Earth* (U/50) **Unit 9:** *The Western States* (Q/40), *The Southeast* (Q/40), *Gold* (T/44), *The Midwest States* (Q/40), *The Great Depression by the Numbers* (W/60) **Unit 10:** *Looking at Light* (Q/40), *Electricity Adds Up* (S/44), *Snap, Crackle, and Flow* (R/40)
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.	**TEACHER RESOURCE SYSTEM: Unit 1:** 10–11, 48–49, 80–81 **Unit 3:** 50–51 **Unit 5:** 22–23, 28–29, 30–31, 56–57, 78–79, 82–83, 88–89, 94–95 **Unit 7:** 28–29, 88–89 **Unit 9:** 12–13, 56–57 **Unit 10:** 108–109, 120–121, 126–127, 148–149, 154–155, 176–177, 186–187, 192–193 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *George Washington, Abraham Lincoln* (N/38), *Opinions About Workers' Rights* (S/44), *Colonial Times* (Q/40) **Unit 3:** *Animal Migration* (P/38), *Doomed to Disappear? Endangered Species* (R/40), *Opinions About Ocean Health* (R/40), *Opinions about Weather Scenes* (R/40) **Unit 4:** *Opinions About Two Fairy Tales* (O/34) **Unit 5:** *Bridges: Protecting Our Oceans* (Q/40) **Unit 6:** *Opinions About Odysseus* (N/30), *Frederick Douglass, Sojourner Truth* (U/50) **Unit 7:** *Settling the West* (V/60), *Coming to America* (X/60) **Unit 8:** *Earth: Slow Changes* (Q/40), *Earth: Measuring Its Changes* (R/40), *The Seven Natural Wonders* (N/30), *Trackers of Dynamic Earth* (U/50) **Unit 9:** *Gold* (T/44), *The Midwest States* (Q/40), *The Great Depression by the Numbers* (W/60), *Along the 21st Century Silk Road* (X/60) **Unit 10:** *Working with Electricity and Magnetism* (U/50), *Electrifying Personalities* (T/44), *Snap, Crackle, and Flow* (R/40)
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	**TEACHER RESOURCE SYSTEM: Unit 1:** 30–31, 62–63 **Unit 3:** 30–31, 62–63 **Unit 5:** 30–31, 62–63, 88–89, 94–95 **Unit 6:** 128–129 **Unit 7:** 30–31, 62–63, 94–95 **Unit 8:** 128-129 **Unit 9:** 30–31, 62–63 **Unit 10:** 128–129, 160–161, 180–181, 192–193 **LEVELED TEXT TEACHER'S GUIDES: Unit 6:** Frederick Douglass, Sojourner Truth (U/50) **READER'S THEATER HANDBOOK: Unit 1:** 13, 19 **Unit 3:** 37, 43 **Unit 4:** 49 **Unit 5:** 61, 67 **Unit 7:** 85, 91 **Unit 8:** 103
Range of Reading and Level of Text Complexity		**Benchmark Advance**
RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**TEACHER RESOURCE SYSTEM: Unit 1:** 6–7, 10–11, 40–41, 44–45 **Unit 3:** 6–7, 40–41, 72–73, 76–77 **Unit 5:** 6–7, 12–13, 16–17, 40–41, 42–43, 72–73, 76–77 **Unit 7:** 6–7, 16–17, 40–41, 44–45, 72–73, 76–77 **Unit 8:** 6–7, 22–23, 44–45, 48–49, 84–85, 86–87 **Unit 9:** 6–7, 40–41, 44–45, 72–73 **Unit 10:** 104–105, 114–115, 170–171, 174–175
Reading Standards: Foundational Skills		
Phonics and Word Recognition		**Benchmark Advance**
RF.4.3	Know and apply grade–level phonics and word analysis skills in decoding words.	
RF.4.3a	Use combined knowledge of all letter–sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	**TEACHER RESOURCE SYSTEM: Unit 1:** 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 **Unit 2:** 116–117, 150–151, 156–157, 182–183, 188–189 **Unit 3:** 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 **Unit 4:** 122–123, 150–151, 156–157, 182–183, 188–189 **Unit 5:** 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 **Unit 6:** 116–117, 122–123, 150–151, 156–157, 182–183, 188–189 **Unit 7:** 18–19, 24–25, 52–53, 58–59, 84–85, 90 **Unit 9:** 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 **Unit 10:** 116–117, 124–125, 150–151, 156–157, 182–183, 188–189 **Intervention Phonics and Word Recognition** 14, 44 **READER'S THEATER HANDBOOK:** 11, 17, 23
Fluency		**Benchmark Advance**
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.	
RF.4.4a	Read grade–level text with purpose and understanding.	**TEACHER RESOURCE SYSTEM: Unit 1:** 6–7, 10–11, 16–17, 40–41, 44–45, 72–73, 76–77 **Unit 2:** 104–105, 114–115, 142–143, 172–173, 174–175 **Unit 3:** 6–7, 16–17, 40–41, 44–45,72–73, 76–77 **Unit 4:** 104–105, 114–115, 138–139, 142–143, 170–171, 174–175 **Unit 5:** 6–7, 16–17, 40–41, 42–43, 72–73, 76–77 **Unit 6:** 104–105, 114–115, 138–139, 142–143 **Unit 7:** 6–7, 16–17, 40–41, 72–73, 76–77 **Unit 9:** 44–45, 72–73, 76–77 **Unit 10:** 104–105, 114–115, 170–171, 174–175 **READER'S THEATER HANDBOOK: Unit 1:** 9, 10, 11, 12, 13, 15, 16, 17, 18, 19 **Unit 2:** 21, 22, 23, 24, 25, 27, 28, 29, 30, 31 **Unit 3:** 33, 34, 35, 36, 37, 39, 40, 41, 42, 43 **Unit 4:** 45, 46, 47, 48, 49, 51, 52, 53, 54, 55 **Unit 5:** 57, 58, 59, 60, 61, 63, 64, 65, 66, 67 **Unit 6:** 69, 70, 71, 72, 73, 75, 76, 77, 78, 79 **Unit 7:** 81, 82, 83, 84, 85, 87, 88, 89, 90, 91 **Unit 8:** 93, 94, 95, 96, 97, 99, 100, 101, 102, 103 **Unit 9:** 105, 106, 107, 108, 109, 111, 112, 113, 114, 115 **Unit 10:** 117, 118, 119, 120, 121, 123, 124, 125, 126, 127

RF.4.4b	Read grade–level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	**TEACHER RESOURCE SYSTEM: Unit 3:** 22–23, 78–79 **READER'S THEATER HANDBOOK: Unit 1:** 9, 10, 11, 12, 13, 15, 16, 17, 18, 19 **Unit 2:** 21, 22, 23, 24, 25, 27, 28, 29, 30, 31 **Unit 3:** 22–23, 33, 34, 35, 36, 37, 39, 40, 41, 42, 43 **Unit 4:** 45, 46, 47, 48, 49, 51, 52, 53, 54, 55 **Unit 5:** 57, 58, 59, 60, 61, 63, 64, 65, 66, 67 **Unit 6:** 69, 70, 71, 72, 73, 75, 76, 77, 78, 79 **Unit 7:** 81, 82, 83, 84, 85, 87, 88, 89, 90, 91 **Unit 8:** 93, 94, 95, 96, 97, 99, 100, 101, 102, 103 **Unit 9:** 105, 106, 107, 108, 109, 111, 112, 113, 114, 115 **Unit 10:** 117, 118, 119, 120, 121, 123, 124, 125, 126, 127 RTTH: 10, 16, 22
RF.4.4c	Use context to confirm or self–correct word recognition and understanding, rereading as necessary.	**TEACHER RESOURCE SYSTEM: Unit 1:** 22–23, 82–83 **Unit 2:** 110–111 **Unit 3:** 12–13, 22–23, 78–79 **Unit 4:** 145, 150, 176–177 **Unit 5:** 10–11 **Unit 6:** 120–121, 176–177 **Unit 7:** 22–23, 84–85, 90 **Unit 8:** 108–109, 148–149, 160 **Unit 9:** 46–47 **READER'S THEATER HANDBOOK: Unit 1:** 9, 10, 11, 12, 13, 15, 16, 17, 18, 19 **Unit 2:** 21, 22, 23, 24, 25, 27, 28, 29, 30, 31 **Unit 3:** 33, 34, 35, 36, 37, 39, 40, 41, 42, 43 **Unit 4:** 45, 46, 47, 48, 49, 51, 52, 53, 54, 55 **Unit 5:** 57, 58, 59, 60, 61, 63, 64, 65, 66, 67 **Unit 6:** 69, 70, 71, 72, 73, 75, 76, 77, 78, 79 **Unit 7:** 81, 82, 83, 84, 85, 87, 88, 89, 90, 91 **Unit 8:** 93, 94, 95, 96, 97, 99, 100, 101, 102, 103 **Unit 9:** 105, 106, 107, 108, 109, 111, 112, 113, 114, 115 **Unit 10:** 117, 118, 119, 120, 121, 123, 124, 125, 126, 127
Writing Standards		
Types and Purposes		**Benchmark Advance**
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
W.4.1a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	**TEACHER RESOURCE SYSTEM: Unit 1:** 86–87, 92–93 **Unit 2:** 184–185, 190–191 **Unit 4:** 184–185, 194–195 **Unit 5:** 74–75, 80–81, 96–97 **Unit 7:** 74–75, 92–93, 96–97 **Unit 10:** 130–131, 162–163, 172–173, 184–185, 190–191, 194–195 **WRITING AND LANGUAGE HANDBOOK:** 22
W.4.1b	Provide reasons that are supported by facts and details.	**TEACHER RESOURCE SYSTEM: Unit 1:** 86–87, 92–93 **Unit 2:** 184–185 **Unit 4:** 172–173, 190–191, 194–195 **Unit 5:** 74–75, 96–97 **Unit 7:** 74–75, 80–81, 92–93, 96–97 **Unit 10:** 130–131, 140–141, 162–163, 178–179, 184–185, 190–191, 194–195 **WRITING AND LANGUAGE HANDBOOK:** 22, 24
W.4.1c	Link opinion and reasons using words and phrases (e.g., *for instance* , *in order to* , *in addition*).	**TEACHER RESOURCE SYSTEM: Unit 1:** 86–87, 92–93 **Unit 2:** 184–185 **Unit 4:** 194–195 **Unit 5:** 74–75, 86–87, 96–97 **Unit 7:** 74–75, 96–97 **Unit 10:** 130–131, 162–163, 172–173, 184–185, 190–191, 194–195 **WRITING AND LANGUAGE HANDBOOK:** 26, 28
W.4.1d	Provide a concluding statement or section related to the opinion presented.	**TEACHER RESOURCE SYSTEM: Unit 1:** 92–93 **Unit 5:** 92–93 **Unit 7:** 92–93 **Unit 10:** 194–195 **WRITING AND LANGUAGE HANDBOOK:** 30
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
W.4.2a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	**TEACHER RESOURCE SYSTEM: Unit 1:** 54–55, 60–61 **Unit 2:** 152–153, 158–159, 162–163 **Unit 4:** 130–131 **Unit 5:** 48–49, 64–65 **Unit 7:** 48–49, 54–55, 60–61, 64–65 **Unit 9:** 74–75, 80–81, 86–87
W.4.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	**TEACHER RESOURCE SYSTEM: Unit 1:** 48–49, 54–55, 60–61 **Unit 2:** 146–147, 152–153, 162–163 **Unit 4:** 124–125, 130–131 **Unit 5:** 42–43, 54–55, 64–65 **Unit 7:** 48–49, 54–55, 60–61, 64–65 **Unit 9:** 80–81, 86–87
W.4.2c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	**TEACHER RESOURCE SYSTEM: Unit 1:** 54–55, 60–61 **Unit 2:** 152–153, 162–163 **Unit 4:** 118–119, 130–131 **Unit 5:** 64–65 **Unit 7:** 42–43, 48–49, 54–55, 60–61, 64–65 **Unit 9:** 80–81, 86–87
W.4.2d	Use precise language and domain–specific vocabulary to inform about or explain the topic.	**TEACHER RESOURCE SYSTEM: Unit 1:** 54–55, 60–61, 64–65 **Unit 2:** 152–153, 162–163 **Unit 4:** 106–107, 130–131 **Unit 7:** 42–43, 48–49, 54–55, 60–61, 64–65 **Unit 9:** 80–81, 86–87
W.4.2e	Provide a concluding statement or section related to the information or explanation presented.	**TEACHER RESOURCE SYSTEM: Unit 1:** 60–61 **Unit 5:** 60–61 **Unit 7:** 60–61 **Unit 9:** 92–93
W.4.3	Write narratives to develop real or imagined exper	

W.4.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	**TEACHER RESOURCE SYSTEM: Unit 1:** 20–21 **Unit 2:** 118–119, 130–131 **Unit 4:** 152–153, 158–159, 162–163 **Unit 5:** 14–15, 26–27, 32–33 **Unit 7:** 8–9, 20–21, 26–27
W.4.3b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.	**TEACHER RESOURCE SYSTEM: Unit 1:** 20–21, 26–27 **Unit 2:** 118–119, 124–125, 130–131 **Unit 4:** 140–141, 162–163 **Unit 5:** 8–9, 14–15, 32–33 **Unit 7:** 8–9, 26–27
W.4.3c	Use a variety of transitional words and phrases to manage the sequence of events.	**TEACHER RESOURCE SYSTEM: Unit 1:** 20–21, 26–27 **Unit 2:** 118–119, 130–131 **Unit 4:** 162–163 **Unit 5:** 32–33 **Unit 7:** 20–21, 26–27 **Unit 8:** 184–185, 190–191
W.4.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.	**TEACHER RESOURCE SYSTEM: Unit 1:** 20–21, 26–27, 32–33 **Unit 2:** 118–119, 130–131 **Unit 4:** 140–141, 162–163 **Unit 5:** 32–33, 42–43 **Unit 7:** 8–9, 26–27
W.4.3e	Provide a conclusion that follows from the narrated experiences or events.	**TEACHER RESOURCE SYSTEM: Unit 1:** 26–27 **Unit 4:** 146-147 **Unit 7:** 26–27 **Unit 8:** 194-195
Production and Distribution of Writing		**Benchmark Advance**
W.4.4	Produce clear and coherent writing **(including multiple–paragraph texts)** in which the development and organization are appropriate to task, purpose, and audience. (Grade–specific expectations for writing types are defined in standards 1–3 above.) **CA**	**TEACHER RESOURCE SYSTEM: Unit 1:** 14–15, 20–21, 26–27, 32–33, 48–49, 54–55, 60–61, 64–65, 80–81, 86–87, 92–93, 96–97 **Unit 2:** 112–113, 118–119, 124–125, 130–131, 146–147, 152–153, 158–159, 162–163, 178–179, 184–185, 190–191, 194–195 **Unit 4**: 130–131, 158–159, 162–163, 184–185, 190–191, 194–195 **Unit 5:** 26–27, 32–33, 64–65, 96–97 **Unit 7:** 26–27, 32–33, 60–61, 64–65, 92–93, 96–97 **Unit 9:** 74–75, 80–81, 86–87, 92–93 **Unit 10:** 172–173, 178–179, 184–185, 190–191, 194–195
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)	**TEACHER RESOURCE SYSTEM: Unit 1:** 8–9, 14–15, 20–21, 26–27, 32–33, 42–43, 48–49, 54–55, 60–61, 64–65, 80–81, 86–87, 96–97 **Unit 2:** 106–107, 112–113, 118–119, 124–125, 130–131, 140–141, 146–147, 152–153, 158–159, 162–163, 178–179, 184–185, 194–195 **Unit 4:** 112–113, 130–131, 146–147, 162–163, 172–173, 178–179, 184–185, 190–191, 194–195 **Unit 5:** 20–21, 32–33, 48–49, 64–65, 80–81, 96–97 **Unit 7:** 14–15, 32–33, 48–49, 64–65, 80–81, 86–87, 96–97 **Unit 9:** 80–81, 86–87 **Unit 10:** 162–163
W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	**TEACHER RESOURCE SYSTEM: Unit 3:** 20–21, 26–27, 32–33, 54–55, 86–87, 92–93, 96–97 **Unit 6:** 112–113, 146–147, 178–179 **Unit 8:** 194–195 **Unit 9:** 14–15, 96–97 **Unit 10:** 118–119, 194–195 WLH: 40-41
Research to Build and Present Knowledge		**Benchmark Advance**
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	**TEACHER RESOURCE SYSTEM: Unit 3:** 8–9, 14–15, 20–21, 26–27, 32–33, 42–43, 48–49, 54–55, 60–61, 64–65, 74–75, 80–81, 86–87, 92–93, 96–97 **Unit 6:** 106–107, 112–113, 118–119, 124–125, 130–131, 140–141, 146–147, 152–153, 158–159, 162–163, 172–173, 178–179, 184–185, 190–191, 194–195 **Unit 9:** 8–9, 14–15, 20–21, 26–27, 32–33, 42–43, 48–49, 54–55, 60–61, 64–65 **Unit 10:** 106–107, 118–119, 122–123, 103–131, 140–141, 152–153, 158–159
W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, **paraphrase,** and categorize information, and provide a list of sources. **CA**	**TEACHER RESOURCE SYSTEM: Unit 1:** 8–9, 14–15, 20–21, 48–49, 74–75, 80–81 **Unit 2:** 106–107, 112–113, 118–119, 140–141, 146–147, 172–173, 178–179 **Unit 3:** 8–9, 14–15, 20–21, 26–27, 32–33, 42–43, 48–49, 54–55, 60–61, 64–65, 80–81, 86–87, 92–93, 96–97 **Unit 4:** 112–113, 146–147, 178–179 **Unit 5:** 48–49, 80–81 **Unit 6:** 112–113, 118–119, 124–125, 130–131, 146–147, 152–153, 158–159, 162–163, 172–173, 178–179, 184–185, 190–191, 194–195 **Unit 7:** 14–15, 48–49 **Unit 8:** 130–131, 140–141 **Unit 9:** 14–15, 20–21, 26–27, 32–33, 42–43, 48–49, 54–55, 56–57, 60–61, 64–65, 86–87, 96–97 **Unit 10:** 118–119, 122–123, 130–131, 140–141, 152–153, 158–159

W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
W.4.9a	Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").	**TEACHER RESOURCE SYSTEM: Unit 1:** 26–27, 74–75, 80–81, 86–87 **Unit 2:** 106–107, 112–113, 118–119, 124–125, 140–141, 146–147, 152–153, 158–159, 172–173, 178–179, 184–185, 192–193 **Unit 4:** 112–113, 138–139, 146–147, 178–179, 190–191 **Unit 6:** 112–113, 118–119, 124–125, 152–153, 184–185, 192–193
W.4.9b	Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	**TEACHER RESOURCE SYSTEM: Unit 1:** 8–9, 14–15, 20–21, 48–49, 54–55, 62–63 **Unit 3:** 8–9, 42–43, 62–63 **Unit 5:** 48–49, 56–57, 80–81 **Unit 7:** 14–15, 48–49 **Unit 8:** 46–47, 52–53, 58–59, 88–89 **Unit 9:** 64–65, 74–75, 80–81, 86–87, 92–93 **Unit 10:** 162–163, 172–173, 178–179, 184–185, 190–191, 192–193
Range of Writing		**Benchmark Advance**
W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline–specific tasks, purposes, and audiences.	**TEACHER RESOURCE SYSTEM: Unit 1:** 6–7, 32–33, 40–41, 44–45, 50–51, 56–57, 62–63, 64–65, 72–73, 76–77, 82–83, 88–89, 94–95, 96–97 **Unit 2:** 104–105, 110–111, 114–115, 130–131, 142–143, 144–145, 148–149, 154–155, 160–161, 162–163, 172–173, 174–175, 180–181, 186–187, 192–193, 194–195 **Unit 3:** 6–7, 16–17, 40–41, 50–51, 56–57, 72–73, 76–77, 82–83, 88–89, 94–95 **Unit 4:** 104–105, 114–115, 130–131, 138–139, 142–143, 148–149, 154–155, 158–159, 160–161, 162–163, 170–171, 174–175, 180–181, 186–187, 192–193, 194–195 **Unit 5:** 6–7, 12–13, 16–17, 32–33, 40–41, 42–43, 56–57, 62–63, 64–65, 72–73, 76–77, 88–89, 94–95, 96–97 **Unit 6:** 104–105, 114–115, 138–139, 142–143, 148–149, 154–155, 160–161, 170–171, 174–175, 180–181, 186–187, 192–193 **Unit 7:** 6–7, 10–11, 16–17, 22–23, 28–29, 30–31, 32–33, 40–41, 44–45, 50–51, 64–65, 72–73, 76–77, 82–83, 88–89, 94–95, 96–97 **Unit 8:** 12–13, 16–17, 28–29, 30–31, 48–49, 50–51, 54–55, 60–61, 66–67, 80–81, 84–85, 90–91, 96–97, 102–103 **Unit 9:** 6–7, 16–17, 40–41, 44–45, 56–57, 62–63, 78, 79, 82–83, 88–89, 96–97 **Unit 10:** 104–105, 114–115, 138–139, 142–143, 148–149, 154–155, 160–161, 170–171, 186–187, 192–193, 194–195
Speaking and Listening Standards		
Comprehension and Collaboration		**Benchmark Advance**
SL.4.1	Engage effectively in a range of collaborative discussions (one–on–one, in groups, and teacher–led) with diverse partners on *grade 4 topics and texts* , building on others'	

Benchmark Advance
Grade 1 Skills and Strategies

Unit 1: Being a Good Community Member															
Unit	**Week**	**Student Reads**	**Selection Title**	**Genre**	**Lexile**	**Next Generation Science Standards**	**CA-HSS Standards**	**Reading**	**Foundational**	**Foundational**			**Writing**	**Speaking and Listening**	**Language**		
								Literary and Informational Standards Focus	**Phonics**	**Concepts About Print**	**High-Frequency Words**	**Fluency**			**Conventions of English**	**Vocabulary Acquisition**	**English Language Development (ESL)**
1	1	Shared Read 1	Katie's Crop	Informational Text: Social Studies	400	1-LS1-2 K-2-ETS1-1	1.1.2 1.4 1.5.2 1.6.1	• Listen and Retell Key Details (RI.1.1, RI.1.2, RI.1.10, RI.1.10a, RI.1.10b) • Ask and Answer Questions for Clarification (RI.1.1, RI.1.2) • Identify Reasons That Support Key Points (RI.1.8) • Use Illustrations and Photos to Describe Key Ideas (RI.1.7) • Text Structure: Cause and Effect (RI.1.3, RI.1.5) • Compare and Contrast Two Informational Texts (RI.1.9)	• Short a (RF.1.2a, RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3b, RF.1.3g, RF.1.4a, RF.1.4b)	• Punctuation (RF.1.1a)	• **New:** the, see, go, she, and (RF.1.3g)	• Rate: Pacing (RF.1.4b)	• Write Key Details (W.1.2, W.1.8) • Write a Description (W.1.2, W.1.8) • Write a Narrative (W.1.3, W.1.8) • Write a Description (W.1.2, W.1.8) • Compare and Contrast Texts (W.1.2, W.1.8)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.1.1, SL.1.2, SL.1.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.1.4, SL.1.5, SL.1.6) are addressed in the Connect Across Discipline Projects.	• Common and Proper Nouns (L.1.1b)	• Use Context Clues (L.1.4a, L.1.6)	<u>Grammar and Syntax</u> • Nouns (3) • Verbs (8) • Sentence structure (9, 11) • Proper nouns (12) • Pronouns (14) • Conjunctions (15) <u>Text Structure</u> • Problem and solution (1, 5, 13) • Cause and effect (2) • Compare (4) • Sequence (6) <u>Vocabulary</u> • Academic language (1, 2, 4, 5, 6, 13) <u>Interact in Meaningful Ways</u> • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
		Shared Read 2	Kind Hearts Are Gardens	Literary Text: Poetry	NP												
		Mentor Read 1	Hello, Community Garden!	Informational Text: Social Studies	640												
		Mentor Read 2	Safe to Go!	Informational Text: Biography	530												
		Decodable Readers	Mr. Dan Has a Plan; We Can Clean Up!	N/A	N/A												
	2	Shared Read 3	Save Our Planet	Informational Text: Social Studies	370			• Listen and Retell Key Ideas (RI.1.1, RI.1.2, RI.1.10, RI.1.10a, RI.1.10b) • Find Text Evidence: Ask and Answer Questions for Clarification (RI.1.6) • Find Text Evidence: Use Illustrations and Photos to Describe Key Ideas (RI.1.7) • Find Text Evidence: Identify Reasons That Support Key Points (RI.1.4) • Identify Reasons That Support Key Points (RI.1.2, RI.1.8) • Use Text Features: Table of Contents (RI.1.5) • Compare and Contrast Two Informational Texts (RI.1.9)	• Short i (RF.1.2a, RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3b, RF.1.3g, RF.1.4a, RF.1.4b)	• Print Conveys Meaning (RF.1.1a)	• **New:** play, little, you, with • **Review:** the, see, go, she, and (RF.1.3g)	• Accuracy: Self-Correct (RF.1.4c)	• Write a List (W.1.2, W.1.8) • Write a Short Story (W.1.3, W.1.8) • Write an Opinion (W.1.3, W.1.8) • Write a Rule (W.1.2, W.1.8) • Plan and Draft a Response to the Essential Question (W.1.2, W.1.8)		• Verb Tense (L.1.1e)	• Use Context Clues (L.1.4a, L.1.6)	
		Shared Read 4	What Will Max Do?	Literary Text: Realistic	260												
		Extended Read 1	Being a Responsible Citizen	Informational Text: Social Studies	520												
		Decodable Readers	We Can Fix It!; The Big Rip	N/A	N/A												
	3	Shared Read 5	Jim Henson	Informational Text: Biography	340			• Listen and Retell Key Details (RI.1.1, RI.1.2, RI.1.10, RI.1.10a, RI.1.10b) • Use Illustrations and Photos to Describe Key Ideas (RI.1.2, RI.1.7) • Find Text Evidence: Cause and Effect (RI.1.3, RI.1.5) • Use Text Features: Glossary (RI.1.5) • Find Text Evidence: Identify Reasons That Support Key Points (RI.1.2, RI.1.8) • Compare and Contrast an Informational Text and a Biography (RI.1.9)	• Short o (RF.1.2b, RF.1.2c, RF.1.3b, RF.1.3g, RF.1.4a, RF.1.4b)	• Match Spoken Word to Written Word (RF.1.4a, RF.1.4b)	• **New:** for, no, jump, one, have • **Review:** play, little, you, with (RF.1.3g)	• Prosody: Expression • Expression/ Characterization/ Feelings • Inflection/ Intonation–Pitch (RF.1.4b)	• Write a First Person Narrative (W.1.1, W.1.8) • Write an Opinion (W.1.1, W.1.8) • Write a Play (W.1.3, W.1.8) • Write to Compare and Contrast Main Idea (W.1.2, W.1.8) • Revise and Edit a Response to the Essential Question (W.1.2, W.1.5, W.1.8)		• Common and Proper Nouns (L.1.1b) • Verb Tense (L.1.1e)		
		Shared Read 6	The More We Work Together	Literary Text: Poetry	NP												
		Extended Read 2	People Who Made Contributions	Informational Text: Social Studies	580												
		Decodable Readers	A Big Job; A Lot of Socks	N/A	N/A												

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Benchmark Advance
Grade 1 Skills and Strategies

Unit 2: Many Kinds of Characters

Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading: Literary and Informational Standards Focus	Foundational: Phonics
2	1	Shared Read 1	A Pet for Meg	Literary Text: Realistic	220	1-LS1-2 K-2-ETS1-1		• Listen and Retell Key Details (RL.1.1, RL.1.2, RL.1.5, RL.1.10, RL.1.10a, RL.1.10b) • Identify and Describe Characters (RL.1.3) • Describe Major Events in a Story (RL.1.3) • Compare and Contrast a Character in a Fairy Tale and a Fable (RL.1.9)	• Short e (RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3b, RF.1.3g, RF.1.4a, RF.1.4b)
		Shared Read 2	Read to Me	Literary Text: Poetry	NP				
		Mentor Read 1	The Ant and the Grasshopper	Literary Text: Fable	620				
		Mentor Read 2	Little Red Riding Hood	Literary Text: Fairy Tale	650				
		Decodable Readers	Get Well, Red Hen!; Will Red Get Well?	N/A	N/A				
	2	Shared Read 3	Nan and Blue	Literary Text: Fantasy	310			• Listen and Retell Key Ideas (RL.1.1, RL.1.2, RL.1.5, RL.1.10, RL.1.10a, RL.1.10b) • Find Text Evidence: Describe Major Events in a Story (RL.1.3) • Find Text Evidence: Describe Characters (RL.1.3) • Find Text Evidence: Use Illustrations to Describe Events (RL.1.3, RL.1.7) • Find Text Evidence: Describe Setting (RL.1.3, RL.1.7) • Compare and Contrast Two Fairy Tales (RL.1.9)	• Short u (RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3b, RF.1.3f, RF.1.3g, RF.1.4a, RF.1.4b)
		Shared Read 4	The Tortoise and the Hare	Literary Text: Fable	450				
		Extended Read 1	The Princess and the Pea	Literary Text: Fairy Tale	560				
		Decodable Readers	Big Bus; The Three Cubs	N/A	N/A				
	3	Shared Read 5	A Smart Hen	Literary Text: Animal Fantasy	420			• Listen and Retell Key Story Events (RL.1.1, RL.1.2, RL.1.5, RL.1.10, RL.1.10a, RL.1.10b) • Find Text Evidence: Describe Characters (RL.1.3) • Find Text Evidence: Identify Sensory Words and Phrases (RL.1.4) • Find Text Evidence: Describe Major Events in a Story (RL.1.3) • Compare and Contrast Two Fairy Tales (RL.1.9)	• l-Blends (RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3b, RF.1.3g, RF.1.4a, RF.1.4b)
		Shared Read 6	Chums	Literary Text: Poetry	NP				
		Extended Read 2	The Gingerbread Man	Literary Text: Fairy Tale	520				
		Decodable Readers	A Sled Club; Glen and Mr. Cliff	N/A	N/A				

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Foundational: Concepts About Print	Foundational: High-Frequency Words	Foundational: Fluency	Writing	Speaking and Listening	Language: Conventions of English	Language: Vocabulary Acquisition	Language: English Language Development (ESL)
• Directionality: Left to Right (RF.1.1a)	• **New:** are, said, two, look, my • **Review:** for, no, jump, one, have (RF.1.3g)	• Rate: Pausing (RF.1.4b)	• Write Key Details (W.1.2, W.1.8) • Write an Event in a Sequence (W.1.2, W.1.8) • Write a Dialogue (W.1.3, W.1.8) • Write a New Ending (W.1.3, W.1.8) • Write an Opinion (W.1.1, W.1.8)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.1.1, SL.1.2, SL.1.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.1.4, SL.1.5, SL.1.6) are addressed in the Connect Across Discipline Projects.	• Singular and Plural Nouns with Matching Verbs (L.1.1c)	• Shades of Meaning Among Verbs (L.1.5d, L.1.6)	<u>Grammar and Syntax</u> • Noun-verb agreement (3) • Sentence structure (4) • Nouns (8, 14) • Verbs (9) • Adverbs (12, 15) <u>Text Structure</u> • Compare and contrast (1) • Chronological (2, 5, 10) • Sequential (6) <u>Vocabulary</u> • Academic language (1, 2, 5, 6, 10) <u>Interact in Meaningful Ways</u> • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
• Directionality: Left to Right (RF.1.1a)	• **New:** come, here, to, of • **Review:** are, said, two, look, my (RF.1.3g)	• Accuracy: Use Context (RF.1.4c)	• Write Key Ideas (W.1.2, W.1.8) • Write Events in a Sequence (W.1.1, W.1.8) • Write a Narrative (W.1.3, W.1.8) • Plan and Draft a Response to the Essential Question (W.1.2, W.1.8)		• Articles (L.1.1h) • Demonstratives (L.1.1h) • Singular and Plural Nouns (L.1.1c)	• Multiple-Meaning Words (L.1.4a, L.1.5d, L.1.6)	
• Directionality: Return Sweep (RF.1.1a)	• **New:** what, put, want, this, saw • **Review:** come, here, to, of (RF.1.3g)	• Prosody: Pitch • Pausing–Short Pause • Speed/ Pacing–Fast (RF.1.4b)	• Write a Key Event (W.1.2, W.1.8) • Write a Description (W.1.2, W.1.8) • Write a Narrative (W.1.3, W.1.8) • Write an Opinion (W.1.1, W.1.8) • Revise and Edit a Response to the Essential Question (W.1.2, W.1.5, W.1.8)		• Articles and Demonstratives (L.1.1h) • Singular and Plural Nouns with Matching Verbs (L.1.1c)	• Shades of Meaning Among Verbs (L.1.4d, L.1.6)	

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Benchmark Advance
Grade 1 Skills and Strategies

Unit 3: Plants and Animals Grow and Change

Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards		Reading: Literary and Informational Standards Focus	Foundational: Phonics
3	1	Shared Read 1	The Amazing Butterfly	Informational Text: Science	230	1-LS1-2 1-LS1-3 1-LS3-1		• Listen and Retell Key Details (RI.1.1, RI.1.2, RI.1.10, RI.1.10a, RI.1.10b) • Describe Sequence of Events (RI.1.2, RI.1.3) • Listen and Retell Story Events (RL.1.2, RL.1.10, RL.1.10a, RL.1.10b) • Make Inferences About Characters (RL.1.3) • Describe Author's Purpose Using Illustrations and Events (RL.1.2, RL.1.5) • Compare and Contrast an Informational Text and a Folktale (RI.1.9)	• r-Blends: br, cr, dr, fr, gr, pr, tr (RF.1.2b, RF.1.2c, RF.1.3b, RF.1.3g, RF.1.4a, RF.1.4b)
		Shared Read 2	Caterpillar	Literary Text: Poetry	NP				
		Mentor Read 1	The Amazing Life Cycle of a Frog	Informational Text: Science	490				
		Mentor Read 2	The Fox and the Robin	Literary Text: Trickster Tale	660				
		Decodable Readers	Fran Grabs It; Crops! Crops! Crops!	N/A	N/A				
	2	Shared Read 3	An Apple Grows	Informational Text: Science	480			• Listen and Retell Key Ideas (RI.1.1, RI.1.2, RI.1.10, RI.1.10a, RI.1.10b) • Use Text Features: Use a Flow Chart (RI.1.5) • Find Text Evidence: Describe Sequence of Events (RI.1.1, RI.1.3) • Use Text Features to Locate Information: Table of Contents (RI.1.5) • Find Text Evidence: Analyze Author's Purpose (RI.1.7) • Compare and Contrast Two Informational Texts (RL.1.5, RI.1.9)	• s-Blends: sk, sl, sm, sn, sp, st, sw (RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3b, RF.1.3g RF.1.4a, RF.1.4b)
		Shared Read 4	Sunflower	Literary Text: Poetry	NP				
		Extended Read 1	An Oak Tree Has a Life Cycle	Informational Text: Science	590				
		Decodable Readers	Stop! It's a Frog!; A Snug Cub Grows Up	N/A	N/A				
	3	Shared Read 5	A Tree for Sam	Literary Text: Realistic	240			• Listen and Retell Key Story Events (RL.1.1, RL.1.2, RL.1.10, RL.1.10a, RL.1.10b) • Find Text Evidence: Use Illustrations to Understand Story Events (RL.1.1, RL.1.2, RL.1.7) • Find Text Evidence: Describe Story Events (RL.1.3) • Find Text Evidence: Describe Characters (RL.1.2, RL.1.7) • Compare and Contrast an Informational Text and a Literary Text (RL.1.5, RI.1.9)	• Final Consonant Blends: nd, nk, nt, mp, st (RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3b, RF.1.3g, RF.1.4a, RF.1.4b)
		Shared Read 6	Welcome, Ducklings!	Informational Text: Science	600				
		Extended Read 2	The Ugly Duckling	Literary Text: Fairy Tale	350				
		Decodable Readers	The Best Nest; Let's Plant Seeds!	N/A	N/A				

Foundational: Concepts About Print	Foundational: High-Frequency Words	Foundational: Fluency	Writing	Speaking and Listening	Language: Conventions of English	Language: Vocabulary Acquisition	Language: English Language Development (ESL)
• First Word (RF.1.1a)	• **New:** now, do, which, went • **Review:** what, put, want, this, saw (RF.1.3g)	• Rate: Pausing (RF.1.4b)	• Write Key Details (W.1.2, W.1.8) • Write a Narrative (W.1.3, W.1.8) • Write a Description of Characters (W.1.2, W.1.8) • Write an Opinion (W.1.1, W.1.8) • Write to Compare and Contrast Informational and Narrative Texts (W.1.2, W.1.8)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.1.1, SL.1.2, SL.1.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.1.4, SL.1.5, SL.1.6) are addressed in the Connect Across Discipline Projects.	• Use Singular and Plural Nouns with Matching Verbs (L.1.1c)	• Make Connections Between Words and Their Use (L.1.5c, L.1.6) • Define Words By Category (L.1.5b, L.1.6)	<u>Grammar and Syntax</u> • Verbs (3) • Noun–verb agreement (8) • Prepositions (9) • Sentence structure (12) • Adjectives (14, 15) <u>Text Structure</u> • Sequential (1, 2, 5, 11, 13) • Chronological (10) <u>Vocabulary</u> • Academic language (1, 2, 5, 10, 11, 13) • Descriptive words (6, 7) <u>Interact in Meaningful Ways</u> • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
• First Word (RF.1.1a) • Capitalization (RF.1.1a)	• **New:** was, there, then, out • **Review:** now, do, which, went (RF.1.3g)	• Accuracy: Rereading (RF.1.4a)	• Write Key Details (W.1.2, W.1.8) • Write a Narrative (W.1.3, W.1.8) • Write an Opinion about Text Features (W.1.1, W.1.8) • Plan and Draft a Response to the Essential Question (W.1.2, W.1.8)		• Singular Nouns with Matching Verbs (L.1.1c) • Personal, Possessive, and Indefinite Pronouns (L.1.1d)	• Make Connections Between Words and Their Use (L.1.5c, L.1.6)	
• First Word (RF.1.1a)	• **New:** who, good, by, them • **Review:** was, there, then, out (RF.1.3g)	• Prosody: Intonation (RF.1.4b) • Expression–Characterization/ Feelings (RF.1.4b) • Phrasing–High-Frequency Word Phrases (RF.1.4c)	• Write a Key Event (W.1.2, W.1.8) • Write a Narrative (W.1.3, W.1.8) • Write a Dialogue (W.1.3, W.1.8) • Write an Opinion (W.1.1, W.1.8) • Revise and Edit a Response to the Essential Question (W.1.2, W1.5, W.1.8)		• Personal, Possessive, and Indefinite Pronouns (L.1.1d) • Matching Singular and Plural Nouns with Verbs (L1.1c)	• Define Words By Category (L.1.5b, L.1.6)	

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Grade 1 Skills and Strategies

Unit 4: Stories Have a Narrator

Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading	Foundational
								Literary and Informational Standards Focus	**Phonics**
4	1	Shared Read 1	Home Sweet Home	Literary Text: Animal Fantasy	180			• Listen and Retell Key Details (RL.1.1, RL.1.2, RL.1.10, RL.1.10a, RL.1.10b) • Identify Who Is Telling the Story (RL.1.6) • Describe Major Events in the Story (RL.1.7) • Draw Inferences About Characters (RL.1.1, RL.1.2, RL.1.10, RL.1.10a, RL.1.10b) • Compare and Contrast the Adventures of Two Characters (RL.1.9)	• Consonant Digraphs th, sh, ng (RF.1.1a, RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3a, RF.1.3b, RF.1.3g, RF.1.4a, RF.1.4b)
		Shared Read 2	Good Neighbors	Literary Text: Poetry	NP				
		Mentor Read 1	The City Mouse and the Country Mouse	Literary Text: Animal Fantasy	580				
		Mentor Read 2	A Quiet Camping Trip	Literary Text: Realistic	230				
		Decodable Readers	A Fish Wish; A Cat for Trish	N/A	N/A				
	2	Shared Read 3	A Big Fish?	Literary Text: Realistic	360			• Listen and Retell Key Ideas (RL.1.1, RL.1.2, RL.1.10, RL.1.10a, RL.1.10b) • Find Text Evidence: Identify Words and Phrases the Appeal to the Senses (RL.1.4) • Find Text Evidence: Draw Inferences About Characters (RL.1.1, RL.1.3) • Find Text Evidence: Describe Setting (RL.1.3, RL.1.7) • Find Text Evidence: Describe Major Events in the Story (RI.1.3, RL.1.3, RL.1.7) • Compare and Contrast Stories (RL.1.9)	• Consonant Digraphs ch, tch, wh (RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3a, RF.1.3b, RF.1.3d, RF.1.3e, RF.1.3g, RF.1.4a, RF.1.4b)
		Shared Read 4	My Mom, the Vet	Informational Text: Social Studies	390				
		Extended Read 1	Chicken Little	Literary Text: Folktale	600				
		Decodable Readers	Lunch for Patch; Mitch Helps a Frog	N/A	N/A				
	3	Shared Read 5	The Kickball Game	Literary Text: Realistic	200			• Listen/Close Reading: Key Details (RL.1.1, RL.1.2, RL.1.10, RL.1.10a, RL.1.10b) • Find Text Evidence: Identify Who Is Telling the Story (RL.1.6) • Find Text Evidence: Identify Setting (RL.1.3, RL.1.7) • Find Text Evidence: Draw Inferences About Characters (RL.1.1, RL.1.3) • Compare and Contrast Characters (RL.1.9)	• Three-Letter Blends scr, spl, spr, squ, str (RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3a, RF.1.3b, RF.1.3e, RF.1.3g, RF.1.4a, RF.1.4b)
		Shared Read 6	I Had a Little Hen	Literary Text: Poetry	NP				
		Extended Read 2	The Fox and the Little Red Hen	Literary Text: Fairy Tale	700				
		Decodable Readers	Squid Twins; Splish, Splash!	N/A	N/A				

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Foundational			Writing	Speaking and Listening	Language		
Concepts About Print	**High-Frequency Words**	**Fluency**			**Conventions of English**	**Vocabulary Acquisition**	**English Language Development (ESL)**
• End Punctuation (RF.1.1a)	• **New:** were, our, could, these • **Review:** who, good, by, them (RF.1.3g)	• Rate: Pacing (RF.1.4b)	• Write Key Details (W.1.2, W.1.8) • Write a New Event (W.1.3, W.1.8) • Write to Describe Characters (W.1.2, W.1.8) • Write a Narrative (W.1.3, W.1.8) • Write an Opinion (W.1.1, W.1.8)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.1.1, SL.1.2, SL.1.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.1.4, SL.1.5, SL.1.6) are addressed in the Connect Across Discipline Projects.	• Use Adjectives (L.1.1f)	• Sensory Language (L1.5a) • Use Context Clues (L.1.4c)	<u>Conventions of English</u> • Capital letters (8) <u>Grammar and Syntax</u> • Verbs (3) • Sentence structure (4, 11) • Verb tense (9) • Adjectives (12, 14) • Prepositions (15) <u>Text Structure</u> • Chronological (5, 7, 10, 13) <u>Vocabulary</u> • Academic language (5, 7, 10, 13) <u>Interact in Meaningful Ways</u> • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
• First Word (RF.1.1a)	• **New:** once, upon, hurt, that • **Review:** were, our, could, these (RF.1.3g)	• Accuracy: Self-Correct (RF.1.4c)	• Write Key Details (W.1.2, W.1.8) • Write a Narrative (W.1.3, W.1.8) • Write a Description (W.1.2, W.1.8) • Write an Opinion About Characters (W.1.1, W.1.8) • Plan and Draft a Response to the Essential Question (W.1.2, W.1.8)		• Commas in Dates and to Separate Words in a Series (L.1.2c)	• Use Context Clues (L.1.4a, L.1.6)	
• Punctuation (RF.1.1a)	• **New:** because, from, their, when • **Review:** once, upon, hurt, that (RF.1.3g)	• Prosody: Phrasing • Inflection/ Intonation–Pitch • Expression–Dramatic Expression (RF.1.4b)	• Write Key Details (W.1.2, W.1.8) • Write a Narrative (W.1.3, W.1.8) • Write a Description (W.1.2, W.1.8) • Write an Opinion (W.1.1, W.1.8) • Revise and Edit a Response to the Essential Question (W.1.2, W.1.5, W.1.8)		• Commas in Dates and to Separate Words in a Series (L.1.2c) • Use Adjectives (L.1.1f)	• Context Clues (L.1.4a, L.1.6)	

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Grade 1 Skills and Strategies

Unit 5: Technology at Work														
Unit	**Week**	**Student Reads**	**Selection Title**	**Genre**	**Lexile**	**Next Generation Science Standards**	**CA-HSS Standards**	**Reading**	**Foundational**	**Foundational**			**Writing**	**Speaking and Listening**	**Language**		
								Literary and Informational Standards Focus	**Phonics**	**Concepts About Print**	**High-Frequency Words**	**Fluency**			**Conventions of English**	**Vocabulary Acquisition**	**English Language Development (ESL)**
5	1	Shared Read 1	Carrier Pigeons	Informational Text: Social Studies	610	1-PS4-2 1-PS4-4 K-2-ETS1-1	1.4 1.6	• Listen and Retell Key Details (RI.1.1 RI.1.2, RI.1.7, RI.1.10, RI.1.10a, RI.1.10b) • Use Photographs to Describe Work Settings (RI.1.7) • Make and Confirm Predictions About Events (RL.1.1) • Describe Sequence of Events (RL.1.3) • Compare and Contrast Real and Imaginary Robots (RI.1.9)	• Long a (final -e) (RF.1.2a, RF.1.2b, RF.1.2c, RF.1.3b, RF.1.3c, RF.1.3g, RF.1.4a, RF.1.4b)	• End Punctuation (RF.1.1a) • Italicized Words (RF.1.1a)	• **New:** why, many, right, start • **Review:** because, from, their, when (RF.1.3g)	• Rate: Pausing (RF.1.4b)	• Write About Key Details (W.1.2, W.1.8) •Write an Opinion (W.1.1, W.1.8) • Write a Journal Entry (W.1.3, W.1.8) • Write a Dialogue (W.1.2, W.1.8) • Write to Compare and Contrast Informational and Narrative Texts (W.1.2, W.1.8)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.1.1, SL.1.2, SL.1.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.1.4, SL.1.5, SL.1.6) are addressed in the Connect Across Discipline Projects.	• Different Kinds of Sentences (L.1.1j)	• Sort Words into Categories (L.1.5a, L.1.6) • Distinguish Shades of Meaning Among Verbs (L.1.5d, L.1.6)	<u>Grammar and Syntax</u> • Sentence structure (1, 14) • Nouns (3, 8) • Noun–verb agreement (9) • Verbs (12) • Prepositions (15) <u>Text Structure</u> • Problem and solution (2, 6, 11) • Sequential (4, 13) <u>Vocabulary</u> • Academic language (2, 4, 6, 11, 13) <u>Interact in Meaningful Ways</u> • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
		Shared Read 2	Atom's Day Off	Literary Text: Fantasy	240												
		Mentor Read 1	Robots at Work	Informational Text: Social Studies	630												
		Mentor Read 2	What a Great Idea!	Literary Text: Realistic	510												
		Decodable Readers	Shade Lake; Blake and Shane	N/A	N/A												
	2	Shared Read 3	A Handy Machine	Informational Text: Science	500			• Listen and Retell Key Ideas (RI.1.1 RI.1.2, RI.1.10, RI.1.10a, RI.1.10b) • Find Text Evidence: Describe Sequence of Events (RI.1.3) • Use Photographs to Describe Work Settings (RI.1.7) • Find Text Evidence: Use Sidebars (RI.1.5) • Compare and Contrast Two Informational Texts (RI.1.9)	• Long o (final -e) (RF.1.2a, RF.1.2b, RF.1.2c, RF.1.3b, RF.1.3c, RF.1.3g, RF.1.4a, RF.1.4b)	• End Punctuation (RF.1.1a)	• **New:** find, how, over, under • **Review:** why, many, right, start (RF.1.3g)	• Accuracy: Use Context (RF.1.4c)	• Write Key Details (W.1.2, W.1.8) • Write a Series of Events (W.1.2, W.1.8) • Write an E-mail (W.1.3, W.1.8) • Write an Opinion (W.1.1, W.1.8) • Plan and Draft a Response to the Essential Question (W.1.2, W.1.8)		• Use Prepositions (L.1.1i)	• Affixes (L.1.4b, L.1.6) • Sort Words into Categories (L.1.5a, L.1.6)	
		Shared Read 4	Two Places at Once	Literary Text: Realistic	530												
		Extended Read 1	Using Technology at Work	Informational Text: Social Studies	610												
		Decodable Readers	Cole and Rose; What Made This Hole?	N/A	N/A												
	3	Shared Read 5	Unplug!	Informational Text: Social Studies	610			• Listen and Retell Key Details (RL.1.1, RL.1.2, RL.1.3, RL.1.6, RL.1.10, RL.1.10a, RL.1.10b) • Find Text Evidence: Make and Confirm Predictions About Events (RL.1.1) • Find Text Evidence: Explain Author's Word Choice (RL.1.4) • Find Text Evidence: Use Details to Describe Setting (RL.1.7) • Compare and Contrast An Informational Text and a Rhyming Story (RI.1.9)	• Soft c, g (RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3b, RF.1.3c, RF.1.3g, RF.1.4a, RF.1.4b)		• **New:** try, give, far, too • **Review:** find, how, over, under (RF.1.3g)	• Prosody: Expression • Inflection/ Intonation–Volume • Expression–Anticipation/ Mood (RF.1.4b)	• Write Key Details (W.1.2, W.1.8) • Write a Log (W.1.2, W.1.8) • Write a Story Event (W.1.3, W.1.8) • Write an Opinion (W.1.1, W.1.8) • Revise and Edit a Response to the Essential Question (W.1.2, W.1.5, W.1.8)		• Use Prepositions (L.1.1i) • Different Kinds of Sentences (L.1.1j)	• Distinguish Shades of Meaning Among Verbs (L.1.5d, L.1.6)	
		Shared Read 6	I Wonder	Literary Text: Poetry	NP												
		Extended Read 2	Technology Breakdown	Literary Text: Realistic	390												
		Decodable Readers	Grace and Ace; A Place in Space	N/A	N/A												

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Unit 6: Stories Teach Many Lessons

Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading: Literary and Informational Standards Focus	Foundational: Phonics
6	1	Shared Read 1	Not So Scary	Literary Text: Animal Fantasy	300		1.5.3	• Listen and Retell Key Details (RL.1.1, RL.1.2, RL.1.5, RL.1.10, RL.1.10a, RL.1.10b) • Describe Characters (RL.1.3) • Describe Sequence of Events (RL.1.3, RL.1.7) • Understand the Central Message (RL.1.3, RL.1.7) • Compare and Contrast Characters in Two Literary Texts (RL.1.9)	• Long i (final -e) (RF.1.2a, RF.1.2b, RF.1.2c, RF.1.3b, RF.1.3c, RF.1.3d, RF.1.3e, RF.1.3g, RF.1.4a, RF.1.4b)
		Shared Read 2	The Strongest Things	Literary Text: Poetry	NP				
		Mentor Read 1	The Boy Who Cried Wolf	Literary Text: Fable	590				
		Mentor Read 2	The Ant and the Pigeon	Literary Text: Fable	620				
		Decodable Readers	Why Kittens Hide; Grapes on a Vine	N/A	N/A				
	2	Shared Read 3	Pete Saves the Day	Literary Text: Realistic	280			• Listen and Retell Key Ideas (RL.1.1, RL.1.2, RL.1.5, RL.1.10, RL.1.10a, RL.1.10b) • Find Text Evidence: Describe Sequence of Events (RL.1.1, RL.1.3) • Find Text Evidence: Describe Character (RL.1.3) • Find Text Evidence: Understand the Central Message (RL.1.2) • Compare and Contrast Characters and Central Messages in Two Literary Texts (RL.1.9)	• Long e (final -e), Long u (finale -e) (RF.1.2a, RF.1.2b, RF.1.2c, RF.1.3b, RF.1.3c, RF.1.3f, RF.1.3g, RF.1.4a, RF.1.4b)
		Shared Read 4	Dog and His Bone	Literary Text: Fable	420				
		Extended Read 1	Why the Turtle's Shell is Cracked	Literary Text: Pourquoi Tale	740				
		Decodable Readers	Pete Mule's Hat; Zeke and the Mule	N/A	N/A				
	3	Shared Read 5	Why Bear Has a Short Tail	Literary Text: Pourquoi Tale	390			• Listen and Retell Key Story Events (RL.1.1, RL.1.2, RL.1.5, RL.1.10, RL.1.10a, RL.1.10b) • Find Text Evidence: Describe Sequence of Events (RL.1.2) • Find Text Evidence: Describe Characters (RL.1.3) • Find Text Evidence: Identify the Central Message (RL.1.2) • Compare and Contrast the Central Message in Two Literary Texts (RL.1.9)	• Long a Vowel Teams (ai, ay) (RF.1.2a, RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3b, RF.1.3c, RF.1.3f, RF.1.3g, RF.1.4a, RF.1.4b)
		Shared Read 6	Jemma Jay	Literary Text: Animal Fantasy	300				
		Extended Read 2	Why Mosquitoes Buzz in People's Ears	Literary Text: Pourquoi Tale	720				
		Decodable Readers	A Snail in May; A Picnic Day	N/A	N/A				

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Foundational: Concepts About Print	Foundational: High-Frequency Words	Foundational: Fluency	Writing	Speaking and Listening	Language: Conventions of English	Language: Vocabulary Acquisition	Language: English Language Development (ESL)
• End Punctuation (RF.1.1a)	• **New:** after, call, large, her • **Review:** try, give, far, too (RF.1.3g)	• Rate: Pacing (RF.1.4b)	• Write Key Details (W.1.1, W.1.8) • Write a Letter (W.1.3, W.1.8) • Write About a Key Event (W.1.2, W.1.8) • Write About the Central Message (W.1.3, W.1.8) • Write to Compare and Contrast Central Messages (W.1.2, W.1.8)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.1.1, SL.1.2, SL.1.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.1.4, SL.1.5, SL.1.6) are addressed in the Connect Across Discipline Projects.	• Produce Simple and Compound Sentences (L.1.1j)	• Use Context Clues (L.1.4a, L.1.6)	<u>Grammar and Syntax</u> • Sentence structure (2, 4) • Adjectives (3) • Nouns (8, 9, 15) • Verbs (12, 14) <u>Text Structure</u> • Sequential (1, 6) • Chronological (5, 10, 11, 13) <u>Vocabulary</u> • Academic language (1, 5, 6, 10, 11, 13) • Descriptive words (7) <u>Interact in Meaningful Ways</u> • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
• Punctuation (RF.1.1a)	• **New:** house, long, off, small • **Review:** after, call, large, her (RF.1.3g)	• Accuracy: Rereading (RF.1.4a)	• Write Key Events (W.1.2, W.1.8) • Write a Diary Entry (W.1.3, W.1.8) • Write an Opinion (W.1.1, W.1.8) • Write a Narrative (W.1.3, W.1.8) • Plan and Draft a Response to the Essential Question (W.1.3, W.1.8)		• Conjunctions (L.1.1g)	• Use Affixes to Clarify Word Meaning (L.1.4b, L.1.6) • Use Context Clues (L.1.4a, L.1.6)	
• Punctuation (RF.1.1a)	• **New:** brown, work, year, live • **Review:** house, long, off, small (RF.1.3g)	• Prosody: Inflection (RF.1.4b) • Inflection/ Intonation–Stress (RF.1.4b) • Phrasing–Prepositional Phrases (RF.1.4c)	• Write a List of Story Events (W.1.2, W.1.8) • Write an Opinion (W.1.1, W.1.8) • Write a Narrative (W.1.3, W.1.8) • Revise and Edit a Response to the Essential Question (W.1.2, W.1.5, W.1.8)		• Conjunctions (L.1.1g) • Produce Simple and Compound Sentences (L.1.1j)	• Affixes (L.1.4c, L.1.6)	

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Benchmark Advance
Grade 1 Skills and Strategies

Unit 7: Past, Present, and Future									
Unit	**Week**	**Student Reads**	**Selection Title**	**Genre**	**Lexile**	**Next Generation Science Standards**	**CA-HSS Standards**	**Reading**	**Foundational**
								Literary and Informational Standards Focus	**Phonics**
7	1	Shared Read 1	The First Cars	Informational Text: Social Studies	720	K-2-ETS1-1 1-ESS1-1	1.3.3 1.4.1 1.4.2 1.4.3	• Listen and Retell Key Details (RI.1.1 RI.1.2, RI. 1.5, RI.1.10, RI.1.10a, RI.1.10b) • Use Text Features: Captions (RI.1.5) • Describe Key Ideas (RI.1.7) • Listen and Retell Story Events (RI.1.1, RI.1.2, RI.1.5, RI.1.10, RI.1.10a, RI.1.10b) • Identify Text Structure Sequence (RI.1.3, RI.1.5) • Use Text Features: Time Line (RI.1.5) • Compare and Contrast Two Informational Texts (RI.1.5, RI.1.9)	• Long o Vowel Teams and Single Letters (RF.1.2a, RF.1.2b, RF.1.2c, RF.1.3b, RF.1.3g, RF.1.4a, RF.1.4b)
		Shared Read 2	Horses to the Rescue	Literary Text: Realistic	290				
		Mentor Read 1	School Days	Informational Text: Social Studies	750				
		Mentor Read 2	The Story of the White House	Informational Text: Social Studies	670				
		Decodable Readers	Go Slow, Go Fast; Toad and His Boat; Thanks, Coach!; Soap on the Windows!	N/A	N/A				
	2	Shared Read 3	The U.S. in Space	Informational Text: Social Studies	750			• Listen and Retell Key Ideas (RI.1.1, RI.1.2, RI.1.5, RI.1.10, RI.1.10a, RI.1.10b) • Find Text Evidence: Sequence (RI.1.3) • Find Text Evidence: Time Lines (RI.1.5, RI.1.6) • Use Text Features: Glossary (RI.1.5) • Find Text Evidence: Distinguish Between Information in Pictures and Text (RI.1.6) • Compare and Contrast Two Informational Texts (RI.1.5, RI.1.9)	• Long e Vowel Teams and Single Letters (RF.1.2a, RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3b, RF.1.3g, RF.1.4a, RF.1.4b)
		Shared Read 4	But Children Had Fun Anyway	Literary Text: Poetry	NP				
		Extended Read 1	Using Time Lines	Informational Text: Social Studies	510				
		Decodable Readers	Read a USA Time Line; We Need Bees!; Three Space Bugs; At the Beach	N/A	N/A				
	3	Shared Read 5	The Washington Monument	Informational Text: Social Studies	520			• Listen and Retell Key Details (RI.1.1, RI.1.2, RI.1.5, RI.1.10, RI.1.10a, RI.1.10b) • Find Text Evidence: Captions (RI.1.5) • Find Text Evidence: Describe Connections Between Ideas (RI.1.3) • Find Text Evidence: Distinguish Between Information in Pictures and Text (RI.1.6, RI.1.7) • Compare and Contrast Two Informational Texts (RI.1.9)	• Long i Vowel Teams and Single Letters (RF.1.2a, RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3b, RF.1.3c, RF.1.3d, RF.1.3e, RF.1.3g, RF.1.4a, RF.1.4b)
		Shared Read 6	An Amazing Sight	Literary Text: Realistic	590				
		Extended Read 2	Memorials and Historic Buildings	Informational Text: Social Studies	650				
		Decodable Readers	High in the Sky; The Light at Night; It Flies!; Fly Asks, "Why?"	N/A	N/A				

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Foundational			**Writing**	**Speaking and Listening**	**Language**	
Concepts About Print	**High-Frequency Words**	**Fluency**			**Conventions of English**	**Vocabulary Acquisition**	**English Language Development (ESL)**
• End Punctuation (RF.1.1a)	• **New:** found, your, know, always • **Review:** brown, work, year, live (RF.1.3g)	• Rate: Pausing (RF.1.4b)	• Write Key Details (W.1.2, W.1.8) • Write a Narrative (W.1.3, W.1.8) • Write Events in a Sequence (W.1.2, W.1.8) • Write a Time Line (W.1.2, W.1.8) • Compare and Contrast Texts (W.1.1, W.1.8)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.1.1, SL.1.2, SL.1.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.1.4, SL.1.5, SL.1.6) are addressed in the Connect Across Discipline Projects.	• Possessive Nouns (L.1.1b)	• Context Clues (L.1.4b, L.1.6)	<u>Conventions of English</u> • Capital letters (12) <u>Grammar and Syntax</u> • Sentence structure (2, 6) • Nouns (3, 8) • Verb tense (9) • Proper Nouns (12, 14) • Noun-verb agreement (15) <u>Text Structure</u> • Compare and contrast (1) • Problem and solution (4) • Chronological (5, 7, 10) <u>Vocabulary</u> • Academic language (1, 4, 5, 7, 10) • Descriptive words (11, 13) <u>Interact in Meaningful Ways</u> • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
• Abbreviations (RF.1.1a)	• **New:** all, people, where, draw • **Review:** found, your, know, always (RF.1.3g)	• Accuracy: Self-Monitoring (RF.1.4b, RF.1.4c)	• Write Key Details (W.1.2, W.1.8) • Write a Time Line (W.1.2, W.1.8) • Write a Glossary Entry (W.1.2, W.1.8) • Write a Description (W.1.2, W.1.8) • Plan and Draft a Response to the Essential Question (W.1.2, W.1.8)		• Singular and Plural Nouns with Matching Verbs (L.1.1c)	• Use Context Clues to Define Unfamiliar Words (L.1.4a. L.1.6)	
• Big Numbers (RF.1.1a)	• **New:** again, round, they, country • **Review:** all, people, where, draw (RF.1.3g)	• Prosody: Pitch • Pausing–Full Stop • Rate: Speed/ Pacing–Varied (RF.1.4b)	• Write Key Details (W.1.2, W.1.8) • Write an Opinion (W.1.1, W.1.8) • Write a Narrative (W.1.3, W.1.8) • Write to Compare and Contrast Informational Texts (W.1.2, W.1.8) • Revise and Edit a Response to the Essential Question (W.1.2, W.1.5, W.1.8)		• Match Singular and Plural Nouns and Verbs (L.1.1c) • Possessive Nouns (L.1.1b)	• Use Context (L.1.4a, L.1.6)	

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Benchmark Advance
Grade 1 Skills and Strategies

Unit 8: Observing the Sky

Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading: Literary and Informational Standards Focus	Foundational: Phonics
8	1	Shared Read 1	A Star Party	Literary Text: Realistic	310	1-ESS1-1		• Listen and Retell Key Details (RL.1.1, RL.1.2, RL.1.5, RL.1.10, RL.1.10a, RL.1.10b) • Describe Major Events in the Story (RL.1.3) • Distinguish Between Information From Pictures and Text (RI.1.6) • Describe Connections Between Events (RI.1.3) • Compare and Contrast a Folktale and an Informational Text (RI.1.9)	• /är/ (RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3b, RF.1.3d, RF.1.3e, RF.1.3g, RF.1.4a, RF.1.4b)
		Shared Read 2	On Mars	Informational Text: Science	620				
		Mentor Read 1	Why the Sun and the Moon Live in the Sky	Literary Text: Pourquoi Tale	630				
		Mentor Read 2	A Walk on the Moon	Informational Text: Science	790				
		Decodable Readers	Mark Sees the Stars; Wish Upon a Star	N/A	N/A				
	2	Shared Read 3	It's a Comet!	Informational Text: Science	770			• Listen and Retell Key Ideas (RI.1.1, RI.1.2, RI.1.5, RI.1.10, RI.1.10a, RI.1.10b) • Find Text Evidence: Identify Text Structure (RI.1.5) • Distinguish Between Information from Pictures and Text (RI.1.6) • Find Text Evidence: Describe Connections Between Events (RI.1.3) • Compare and Contrast Two Fairy Tales (RL.1.9)	• /ôr/ (RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3b, RF.1.3d, RF.1.3g, RF.1.4a, RF.1.4b)
		Shared Read 4	The Moon's the North Wind's Cookie	Literary Text: Poetry	NP				
		Extended Read 1	Night and Day	Informational Text: Science	480				
		Decodable Readers	A Night Hunt for Food; An Important Star; The North Wind and the Sun; Reach for the Moon	N/A	N/A				
	3	Shared Read 5	Shapes in the Clouds	Literary Text: Realistic	230			• Listen and Retell Key Story Events (RL.1.1, RL.1.2, RL.1.5, RL.1.10, RL.1.10a, RL.1.10b) • Find Text Evidence: Describe Major Events in a Story (RL.1.3) • Find Text Evidence: Determine Central Message (RL.1.2) • Compare and Contrast and Informational Text and a Fable (RL.1.5, RL.1.9)	• /ûr/ (RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3b, RF.1.3d, RF.1.3e, RF.1.3g, RF.1.4a, RF.1.4b)
		Shared Read 6	The Sun	Informational Text: Science	500				
		Extended Read 2	Wind and Sun	Literary Text: Fable	450				
		Decodable Readers	Red Bird Chirps; Thunder and Lightning; Our Turning Planets; Star Patterns	N/A	N/A				

Foundational: Concepts About Print	Foundational: High-Frequency Words	Foundational: Fluency	Writing	Speaking and Listening	Language: Conventions of English	Language: Vocabulary Acquisition	Language: English Language Development (ESL)
• Punctuation (RF.1.1a)	• **New:** four, great, boy, city • **Review:** again, round, they, country (RF.1.3g)	• Rate: Pacing (RF.1.4b)	• Write Key Details (W.1.2, W.1.8) • Write to Describe a Story Event (W.1.2, W.1.8) • Write a Description (W.1.2, W.1.8) • Write a Narrative (W.1.3, W.1.8) • Compare and Contrast Texts (W.1.3, W.1.8)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.1.1, SL.1.2, SL.1.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.1.4, SL.1.5, SL.1.6) are addressed in the Connect Across Discipline Projects.	• Personal, Possessive, and Indefinite Pronouns (L.1.1d)	• Multiple-Meaning Words (L.1.4a, L.1.6) • Sensory Words (L.1.1f, L.1.6) • Shades of Meaning Among Adjectives (L.1.5d, L.1.6)	<u>Grammar and Syntax</u> • Sentence structure (2, 4) • Nouns (3, 12, 13) • Adverbs (8) • Adjectives (9) <u>Text Structure</u> • Chronological (1, 10, 14) • Sequential (5) <u>Vocabulary</u> • Academic language (1, 5, 10, 14) <u>Interact in Meaningful Ways</u> • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
	• **New:** laugh, move, change, away • **Review:** four, great, boy, city (RF.1.3g)	• Accuracy: Self-Monitoring (RF.1.4b, RF.1.4c)	• Write Key Ideas (W.1.2, W.1.8) • Write a Description (W.1.2, W.1.8) • Write Labels (W.1.2, W.1.8) • Write a Journal Entry (W.1.3, W.1.8) • Plan and Draft a Response to the Essential Question (W.1.2, W.1.8)		• Past Tense Verbs (L.1.1e)	• Sensory Words (L.1.1f) • Use Context Clues (L.1.4a, L.1.6)	
• Punctuation (RF.1.1a)	• **New:** every, near, school, earth • **Review:** laugh, move, change, away (RF.1.3g)	• Prosody: Phrasing • Rate: Speed/ Pacing–Slow • Expression–Characterization/ Feelings (RF.1.4b)	• Write Key Events (W.1.2, W.1.8) • Write a Letter (W.1.2, W.1.8) • Write a Central Message (W.1.2, W.1.8) • Write an Opinion (W.1.1, W.1.8) • Revise and Edit a Response to the Essential Question (W.1.2, W.1.5, W.1.8)		• Past Tense Verbs (L.1.1e) • Present Tense Verbs (L.1.1e)	• Multiple-Meaning Words (L.1.4a, L.1.6) • Distinguish Shades of Meaning Among Verbs (L.1.5d, L.1.6)	

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Unit 9: We Use Goods and Services														
Unit	**Week**	**Student Reads**	**Selection Title**	**Genre**	**Lexile**	**Next Generation Science Standards**	**CA-HSS Standards**	**Reading**	**Foundational**	**Foundational**			**Writing**	**Speaking and Listening**	**Language**		
								Literary and Informational Standards Focus	**Phonics**	**Concepts About Print**	**High-Frequency Words**	**Fluency**			**Conventions of English**	**Vocabulary Acquisition**	**English Language Development (ESL)**
9	1	Shared Read 1	Almond Milk	Informational Text: Procedural	620		1.6.1 1.6.2	• Listen and Retell Key Details (RI.1.1, RI.1.2, RI.1.3, RI.1.5, RI.1.10, RI.1.10a, RI.1.10b) • Make Connections Between Events in a Text (RI.1.3) • Identify Author's Purpose (RI.1.1, RI.1.2, RI.1.5, RI.1.7, RI.1.8) • Identify Author's Reasons (RI.1.8) • Compare and Contrast an Informational and an Opinion Text (RI.1.9)	• /ou/ (RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3b, RF.1.3d, RF.1.3e, RF.1.3f, RF.1.3g, RF.1.4a, RF.1.4b)	• Punctuation (RF.1.1a) • End Punctuation (RF.1.1a)	• **New:** before, done, about, even • **Review:** every, near, school, earth (RF.1.3g) • **New:** walk, buy, only, through • **Review:** before, done, about, even (RF.1.3g)	• Rate: Pausing (RF.1.4b) • Accuracy: Use Context (RF.1.4c)	• Write Steps in a Process (W.1.2, W.1.8) • Write to Compare and Contrast Goods and Services (W.1.2, W.1.8) • Write a Summary (W.1.2, W.1.8) • Write an Opinion and Reason (W.1.1, W.1.8) • Write to Compare and Contrast Texts (W.1.2, W.1.8) • Write Key Ideas (W.1.2) • Write Reasons (W.1.2) • Write an Opinion (W.1.1) • Write a Thank-You Letter (W.1.8) • Plan and Draft and Answer to the Essential Question (W.1.2, W.1.8)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.1.1, SL.1.2, SL.1.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.1.4, SL.1.5, SL.1.6) are addressed in the Connect Across Discipline Projects.	• Expand Simple Declarative Sentences (L.1.1j) • Expand Compound Declarative Sentences (L.1.1j) • Expanding Interrogative Sentences (L.1.1j) • Expanding Imperative Sentences (L.1.1j) • Expand an Exclamatory Sentence (L.1.1j) • Adjectives (L.1.1f)	• Understand Multiple-Meaning Words (L.1.4a, L.1.6) • Root Words and Their Inflectional Endings (L.1.4c, L.1.6) • Root Words and Their Inflectional Endings (L.1.4c) • Multiple-Meaning Words (L.1.4a)	Grammar and Syntax • Adverbs (4) • Sentence structure (5, 12) • Nouns (8, 10) • Noun-verb agreement (9) • Adjectives (14) • Prepositions (15) Text Structure • Chronological (1, 11, 13) • Problem–solution (3) Vocabulary • Academic language (1, 2, 11, 13) Interact in Meaningful Ways • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
		Mentor Read 1	From Dairy Farm to You	Informational Text: Procedural	760												
		Mentor Read 2	The Most Important Service	Informational Text: Social Studies	680												
		Decodable Readers	In Our Town; Round Town	N/A	N/A												
	2	Shared Read 3	Animal Dentists	Informational Text: Social Studies	600			• Listen and Retell Key Ideas (RI.1.2, RI.1.5, RI.1.7, RI.1.10, RI.1.10a, RI.1.10b) • Find Text Evidence: Identify Author's Reasons (RI.1.8) • Find Text Evidence: Make Connections Between Information in a Text (RI.1.1, RI.1.3) • Find Text Evidence: Describe the Connection Between Individuals (RI.1.1, RI.1.3) • Compare and Contrast Opinion Texts (RI.1.9)	• /oi/ (RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3b, RF.1.3d, RF.1.3e, RF.1.3g, RF.1.4a, RF.1.4b)								
		Shared Read 4	Double Trouble	Literary Text: Realistic	630												
		Extended Read 1	In My Opinion...Goods and Services are Important	Informational Text: Social Studies	560												
		Decodable Readers	Roy Makes a Choice; Earthworms Toil	N/A	N/A												
	3	Shared Read 5	Field Trip Funds	Literary Text: Realistic	510			• Listen and Retell Key Events (RL.1.1, RL. 1.2, RL.1.5, RL.1.7, RL.1.10, RL.1.10a, RL.1.10b) • Use Illustrations to Describe Characters (RL.1.3, RL.1.7) • Find Text Evidence: Describe Characters (RL.1.3) • Use Illustrations to Describe Events (RL.1.7) • Find Text Evidence: Identify the Central Message (RL.1.1, RL.1.2) • Compare and Contrast an Opinion Text and a Story (RL.1.5)	• /ōō/, /o͝o/ (RF.1.2a, RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3b, RF.1.3d, RF.1.3e, RF.1.3g, RF.1.4a, RF.1.4b)	• End Punctuation (RF.1.1a)	• **New:** does, another, wash, some • **Review:** walk, buy, only, through (RF.1.3g)	• Prosody: Expression • Prosody: Phrasing–Subject/ Predicate • Speed/ Pacing–Fast (RF.1.4b)	• Write Key Events (W.1.2) • Write a Narrative (W.1.3) • Write a Compare and Contrast (W.1.2) • Revise and Edit a Response to the Essential Question (W.1.1, W.1.5, W.1.8)		• Adjectives (L.1.1f) • Expand Declarative and Exclamatory Sentences (L.1.1j) • Expand Interrogative and Imperative Sentences (L.1.1j)		
		Shared Read 6	A New Kind of Eggs	Informational Text: Science	590												
		Extended Read 2	The Shoemaker and the Elves	Literary Text: Fairy Tale	600												
		Decodable Readers	A Room for Moose; The Life of Brooms	N/A	N/A												

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Unit 10: Exploring Sound and Light

Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading: Literary and Informational Standards Focus	Foundational: Phonics
10	1	Shared Read 1	Dogs Help the Deaf	Informational Text: Social Studies	710	1-PS4-1 1-PS4-3 1-PS4-4 1-ESS1-2	1.5.1	• Listen and Retell Key Details (RL.1.1 RL.1.2, RL.1.10, RL.1.10a, RL.1.10b) • Identify Words and Phrases That Appeal to the Senses (RL.1.4) • Draw Inferences About Story Elements (RL.1.3) • Listen and Retell Key Details (RI.1.1 RI.1.2, RI.1.10, RI.1.10a, RI.1.10b) • Use Illustrations to Understand Text (RI.1.6, RI.1.7) • Compare and Contrast a Poem and an Informational Text (RI.1.9)	• Silent Letters (RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3b, RF.1.3g, RF.1.4a, RF.1.4b)
		Mentor Read 1	Sounds I Love!	Literary Text: Poetry	530				
		Mentor Read 2	Shadow Puppets	Informational Text: Procedural	590				
		Decodable Readers	Know About Storms; Know and Grow	N/A	N/A				
	2	Shared Read 3	Rainbow	Literary Text: Poetry	540			• Listen and Retell Key Details (RL.1.1, RL.1.2, RL.1.6, RL.1.10, RL.1.10a, RL.1.10b) • Find Text Evidence: Identify Words and Phrases that Appeal to the Senses (RL.1.4) • Find Text Evidence: Draw Inferences About Story Elements (RL.1.1, RL.1.3, RL.1.7) • Find Text Evidence: Identify Compare and Contrast Text Structure (RL.1.3) • Compare and Contrast a Rhyming Narrative and a Poem (RL.1.9)	• /ô/ (RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3b, RF.1.3d, RF.1.3e RF.1.3g, RF.1.4a, RF.1.4b)
		Shared Read 4	My Homemade Band	Literary Text: Realistic	280				
		Extended Read 1	I Hear with My Ears	Literary Text: Realistic	360				
		Decodable Readers	Paul Takes a Walk; Do You Caw, Too?; The Shell That Crawled; A Walk in the Woods	N/A	N/A				
	3	Shared Read 5	Day or Night?	Informational Text: Science	320			• Listen and Retell Key Details (RI.1.1, RI.1.2, RI.1.5, RI.1.10, RI.1.10a, RI.1.10b) • Find Text Evidence: Use Text Features to Locate Key Facts (RI.1.5) • Find Text Evidence: Use Illustrations to Understand Text (RI.1.7) • Compare and Contrast A Rhyming Narrative and Informational Text (RL.1.9)	• Long e Spelled y, -ey (RF.1.2b, RF.1.2c, RF.1.3b, RF.1.3d, RF.1.3e, RF.1.3g, RF.1.4a, RF.1.4b)
		Shared Read 6	My Shadow	Literary Text: Poetry	NP				
		Extended Read 2	The Light Around Us	Informational Text: Science	490				
		Decodable Readers	City Lights; City Sounds	N/A	N/A				

Foundational: Concepts About Print	Foundational: High-Frequency Words	Foundational: Fluency	Writing	Speaking and Listening	Language: Conventions of English	Language: Vocabulary Acquisition	Language: English Language Development (ESL)
• Punctuation (RF.1.1a)	• **New:** better, carry, learn, very • **Review:** does, another, wash, some (RF.1.3g)	• Rate: Pausing (RF.1.4b)	• Write Key Details (W.1.2, W.1.8) • Write an Opinion About Sounds (W.1.1, W.1.8) • Write a Short Play (W.1.3, W.1.8) • Write an Opinion (W.1.1, W.1.8)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.1.1, SL.1.2, SL.1.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.1.4, SL.1.5, SL.1.6) are addressed in the Connect Across Discipline Projects.	• Expand Compound Declarative Sentences (L.1.1j) • Expand Compound Interrogative Sentences (L.1.1j) • Expand Compound Imperative Sentences (L.1.1j) • Expand Compound Exclamatory Sentences (L.1.1j) • Expand Compound Sentences (L.1.1j)	• Use Context Clues (L.1.4a, L.1.6) • Multiple-Meaning Words (L.1.4a, L.1.6)	<u>Conventions of English</u> • Question marks (9) <u>Grammar and Syntax</u> • Conjunctions (3) • Sentence structure (6, 9, 11, 15) Verbs (8) <u>Text Structure</u> • Compare and contrast (1) • Chronological (5) <u>Vocabulary</u> • Academic language (1, 5) • Descriptive words (7, 10) • Opposites (12) • Compound words (14) <u>Interact in Meaningful Ways</u> • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
• Punctuation (RF.1.1a)	• **New:** mother, father, never, below • **Review:** better, carry, learn, very (RF.1.3g)	• Accuracy: Self-Correct (RF.1.4c)	• Write Key Details (W.1.2, W.1.8) • Write a Short Story (W.1.3, W.1.8) • Write a Description (W.1.2, W.1.8) • Write an Opinion (W.1.1, W.1.8) • Plan and Draft a Response to the Essential Question (W.1.2, W.1.8)		• Use Conjunctions (L.1.1g)	• Multiple-Meaning Words (L.1.4a, L.1.6) • Make Connections Between Words and Their Use (L.1.5c, L.1.6)	
• Capitalization (RF.1.1a)	• **New:** blue, answer, eight, any • **Review:** mother, father, never, below (RF.1.3g)	• Prosody: Intonation • Speed/ Pacing–Slow • Expression–Dramatic Expression (RF.1.4b)	• Write Key Details (W.1.2, W.1.8) • Write a Glossary Entry (W.1.2, W.1.8) • Write a Narrative (W.1.3, W.1.8) • Write an Opinion (W.1.1, W.1.8) • Revise and Edit a Response to the Essential Question (W.1.2, W.1.5, W.1.8)		• Use Conjunctions (L.1.1g) • Expand Compound Declarative and Imperative Sentences (L.1.1j)	• Use Context Clues (L.1.4a, L.1.6) • Affixes (L.1.4b)	

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Reading Standards for Literature		
Key Ideas and Details		**Benchmark Advance**
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	**TEACHER RESOURCE SYSTEM: Unit 2:** 104–105, 108–109, 114–115, 120–121, 126–127, 128–129, 138–139, 142–143, 144–145, 148–149, 154–155, 160–161, 170–171, 174–175, 176–177, 178–179, 180–181, 186–187, 192–193 **Unit 4:** 104–105, 110–111, 114–115, 120–121, 128–129, 138–139, 142–143, 144–145, 148–149, 154–155, 160–161, 170–171, 174–175, 180–181, 186–187 **Unit 5:** 6–7, 30–31, 40–41, 44–45, 50–51, 56–57, 62–63, 94–95 **Unit 6:** 104–105, 108–109, 114–115, 120–121, 126–127, 128–129, 138–139, 142–143, 148–149, 154–155, 160–161, 170–171, 174–175, 180–181, 186–187, 192–193 **Unit 7:** 20–21, 40–41, 44–45, 50–51, 56–57, 62–63 **Unit 8:** 104–105, 108–109, 110–111, 138–139, 142–143, 144–145, 148–149, 154–155, 160–161 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *American Beginnings* (R/40) **Unit 2:** *Atlanta's Race, King Midas and the Golden Touch, The Flight of Daedalus and Icarus* (R/40), *Daniel Boone, Sal Fink, and Paul Bunyan* (R/40), *A Tail for a Tail* (U/50), *Abimanyu, Mulan* (V/60), *Courage* (V/60), *Robin Hood Saves Will Stutely* (S/44) **Unit 4:** *The Secret Language of Elephants* (T/44), *Interpreting Our Dreams* (U/50), *The Trouble with Northrup...* (T/44) **Unit 6:** *The Wall* (U/50), *The Red-Tail Angels* (U/50), *Oliver Twist* (A Play Adaptation) (W/60) **READER'S THEATER HANDBOOK: Unit 1:** 8–9, 13, 14–15, 19 **Unit 2:** 20–21, 25, 26–27, 31 **Unit 3:** 32–33, 37, 38–39, 43 **Unit 4:** 44–45, 49, 50–51, 53, 55 **Unit 5:** 56–57, 61, 62–63, 67 **Unit 6:** 68–69, 73, 74–75, 79 **Unit 7:** 80–81, 85, 86–87, 91 **Unit 8:** 92–93, 97, 98–99, 103 **Unit 9:** 104–105, 109, 110–111, 115 **Unit 10:** 116–117, 121, 122–123, 127
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	**TEACHER RESOURCE SYSTEM: Unit 2:** 104–105, 114–115, 138–139, 142–143, 170–171, 174–175 **Unit 4:** 104–105, 110-111, 114–115, 138–139, 142–143, 170–171, 174–175 **Unit 5:** 6–7, 40–41, 44–45, 56–57, 62–63 **Unit 6:** 104–105, 108–109, 114–115, 120–121, 128–129, 138–139, 142–143, 148–149, 154–155, 160–161, 170–171, 174–175, 180–181, 186–187, 192–193 **Unit 7:** 40–41, 42–43, 44–45, 56–57, 62–63 **Unit 8:** 104–105, 108–109, 138–139, 142–143, 148–149, 154–155, 160–161 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *American Beginnings* (R/40) **Unit 2:** *Atlanta's Race, King Midas and the Golden Touch, The Flight of Daedalus and Icarus* (R/40), *Daniel Boone, Sal Fink, and Paul Bunyan* (R/40), *A Tail for a Tail* (U/50), *Abimanyu, Mulan* (V/60), *Courage* (V/60) **Unit 4:** *The Secret Language of Elephants* (T/44), *The Dog Did My Homework; Bigger* (Q/40), *Interpreting Our Dreams* (U/50), *The Trouble with Northrup...* (T/44) **Unit 5:** *Homework from the Future; The Encouragement App* (U/50) **Unit 6:** *Mere Moments; The Day the Towers Fell* (X/60), *The Lewis and Clark Expedition; Building the Transcontinental Railroad* (S/44), *The Wall* (U/50), *The Red-Tail Angels* (U/50), *Oliver Twist* (A Play Adaptation) (W/60) **READER'S THEATER HANDBOOK: Unit 2:** 20–21 **Unit 4:** 49, 50–51, 55 **Unit 5:** 56–57, 61 **Unit 8:** 98–99

RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	**TEACHER RESOURCE SYSTEM: Unit 2:** 108–109, 128–129, 148–149, 154–155, 160–161, 180–181, 186–187, 192–193 **Unit 6:** 128–129, 148–149, 154–155 **Unit 7:** 46–47 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *American Beginnings* (R/40) **Unit 2:** *Atlanta's Race, King Midas and the Golden Touch, The Flight of Daedalus and Icarus* (R/40), *Daniel Boone, Sal Fink, and Paul Bunyan* (R/40), *A Tail for a Tail* (U/50), *Abimanyu, Mulan* (V/60), *Courage* (V/60), *Robin Hood Saves Will Stutely* (S/44) **Unit 4:** *The Secret Language of Elephants* (T/44), *The Dog Did My Homework; Bigger* (Q/40), *The Trouble with Northrup...* (T/44) **Unit 5:** *Homework from the Future; The Encouragement App* (U/50) **Unit 6:** *Mere Moments; The Day the Towers Fell* (X/60), *The Lewis and Clark Expedition; Building the Transcontinental Railroad* (S/44), *The Wall* (U/50), *The Red-Tail Angels* (U/50), *Oliver Twist* (A Play Adaptation) (W/60) **READER'S THEATER HANDBOOK: Unit 1:** 11, 12, 14–15, 16, 17, 18 **Unit 2:** 20–21, 23, 24, 29, 30 **Unit 3:** 35, 36, 41, 42 **Unit 4:** 44–45, 47, 48, 49, 50–51, 53, 54, 55 **Unit 5:** 56–57, 59, 60, 62–63, 65, 66, 67 **Unit 6:** 68–69, 71, 72, 73, 74–75, 77, 78, 79 **Unit 7:** 83, 84, 85, 89, 90 **Unit 8:** 95, 96, 101, 102 **Unit 9:** 110–111, 113, 114 **Unit 10:** 119, 120, 125, 126
Craft and Structure		**Benchmark Advance**
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. **(See grade 5 Language standards 4–6 for additional expectations.) CA**	**TEACHER RESOURCE SYSTEM: Unit 2:** 110–111, 154-155 **Unit 4:** 108–109, 126–127, 144–145, 148-149 **Unit 5:** 12–13 **Unit 6:** 110–111, 144–145, 176–177 **Unit 8:** 110–111 **LEVELED TEXT TEACHER'S GUIDES: Unit 4:** *The Trouble with Northrup...* (T/44) **READER'S THEATER HANDBOOK: Unit 1:** 8–9, 14–15 **Unit 2:** 20–21, 26–27 **Unit 3:** 32–33, 38–39 **Unit 4:** 44–45, 50–51 **Unit 5:** 56–57, 62–63 **Unit 6:** 68–69, 74–75, 77, 78 **Unit 7:** 80–81, 86–87 **Unit 8:** 92–93, 98–99 **Unit 9:** 104–105, 110–111 **Unit 10:** 116–117, 122–123
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	**TEACHER RESOURCE SYSTEM: Unit 2:** 128–129, 160–161, 192–193 **Unit 4:** 120–121 **Unit 5:** 10–11, 50–51, 56–57 **Unit 6:** 126–127 **Unit 7:** 46–47 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *American Beginnings* (R/40) **Unit 2:** *Daniel Boone, Sal Fink, and Paul Bunyan* (R/40), *A Tail for a Tail* (U/50)

RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.	**TEACHER RESOURCE SYSTEM: Unit 4:** 110–111, 128–129, 154–155, 160–161, 192–193 **Unit 6:** 180–181 **Unit 7:** 56–57 **LEVELED TEXT TEACHER'S GUIDES: Unit 4:** T*he Dog Did My Homework; Bigger* (Q/40), *The Trouble with Northrup...* (T/44) **Unit 5:** *Homework from the Future; The Encouragement App* (U/50) **Unit 6:** *Mere Moments; The Day the Towers Fell* (X/60) **READER'S THEATER HANDBOOK: Unit 3:** 38–39 **Unit 4:** 47, 48 **Unit 5:** 61 **Unit 6:** 74–75
Integration of Knowledge and Ideas		**Benchmark Advance**
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	**TEACHER RESOURCE SYSTEM: Unit 2:** 126–127, 176–177, 180–181 **Unit 4:** 104-105 **Unit 6:** 180–181 **LEVELED TEXT TEACHER'S GUIDES: Unit 2:** *Daniel Boone, Sal Fink, and Paul Bunyan* (R/40) **Unit 4:** *The Dog Did My Homework; Bigger* (Q/40), *The Trouble with Northrup...* (T/44) **Unit 5:** *Homework from the Future; The Encouragement App* (U/50) **Unit 6:** *Mere Moments; The Day the Towers Fell* (X/60), *The Lewis and Clark Expedition; Building the Transcontinental Railroad* (S/44)
RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	**TEACHER RESOURCE SYSTEM: Unit 2:** 128–129, 160–161, 192–193 **Unit 4:** 128–129, 160–161, 192–193 **Unit 5:** 62–63 **Unit 6:** 128–129, 160–161, 192–193 **Unit 7:** 62–63 **Unit 8:** 144–145, 160–161 **LEVELED TEXT TEACHER'S GUIDES: Unit 2:** *Robin Hood Saves Will Stutely* (S/44) **Unit 4:** *The Dog Did My Homework; Bigger* (Q/40) **Unit 5:** *Homework from the Future; The Encouragement App* (U/50) **READER'S THEATER HANDBOOK: Unit 5:** 61, 67 **Unit 6:** 73, 79 **Unit 7:** 85 **Unit 8:** 97

Range of Reading and Level of Text Complexity		**Benchmark Advance**
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and	**TEACHER RESOURCE SYSTEM: Unit 2:** 104–105, 114–115, 138–139, 142–143, 170–171, 174–175 **Unit 4:** 104–105, 114–115, 138–139, 142–143, 170–171, 174–175 **Unit 5:** 6–7, 40–41, 44–45 **Unit 6:** 104–105, 114–115, 170–171, 174–175 **Unit 7:** 40–41 **Unit 8:** 104–105, 138–139
Reading Standards for Informational Text		
Key Ideas and Details		**Benchmark Advance**
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	**TEACHER RESOURCE SYSTEM: Unit 1:** 6–7, 10–11, 12–13, 16–17, 22–23, 28–29, 30–31, 40–41, 44–45, 46–47, 50–51, 56–57, 62–63, 72–73, 76–77, 78–79, 82–83, 88–89, 94–95 **Unit 3:** 6–7, 8–9, 10–11, 12–13, 16–17, 22–23, 28–29, 40–41, 44–45, 50–51, 56–57, 62–63, 72–73, 74–75, 76–77, 78–79, 82–83, 88–89, 94–95 **Unit 5:** 16–17, 22–23, 30–31, 72–73, 76–77, 82–83, 88–89, 94–95 **Unit 6:** 106–107, 140–141 **Unit 7:** 6–7, 10–11, 16–17, 22–23, 28–29, 30–31, 72–73, 76–77, 78–79, 82–83, 88–89, 94–95 **Unit 8:** 106–107, 170–171, 174–175, 180-181, 186–187, 192–193 **Unit 9:** 6–7, 8–9, 16–17, 40–41, 44–45, 48–49, 50–51, 56–57, 62–63, 72–73, 76–77, 82–83, 88–89 **Unit 10:** 104–105, 106–107, 114–115, 126–127, 128–129, 138–139, 142–143, 148–149, 154–155, 160–161, 170–171, 174–175, 186–187, 192–193 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *Shaping the Constitution* (S/44), *Opinions About Freedom of Speech* (U/50), *Amending the Constitution* (T/44), *Women Justices of the Supreme Court* (R/40), *Math in a Democracy* (U/50) **Unit 3:** *What Makes a Plant a Plant?* (Q/40), *Cells* (V/60), *Plant Atlas* (Q/40), *Plants We Use* (S/44), *Growing a Kitchen Garden* (N/30) **Unit 4:** *The Trail of Tears* (V/60) **Unit 5:** *Opinions About Putting Humans in Space: Worth the Cost* (S/44) **Unit 6:** *Narrative of the Life of Frederick Douglass* (X/60) **Unit 7:** *Matthew Brady* (U/50), *Women of the Civil War* (V/70), *Causes of the Civil War* (V/60), *Battles of the Civil War* (W/60), *Voices from the Civil War* (T/44), *Civil War Reporter* (U/50) **Unit 8:** *Catastrophic Storms* (T/44), *The Sky Is Green* (R/40), *Weather on Earth* (W/60), *Antarctica: A Year in Science* (R/40) **Unit 9:** *The Dust Bowl* (V/60), *Gold and the Settling of the West* (Z/80), *Establishing the U.S. Economy* (U/50), *The Formation of the U.S. Economy 1700-1861* (X/60) **Unit 10:** *The Nature of Motion* (Y/80), *Forces and Motion in Sports* (W/60), *Isaac Newton and His Laws of Motion* (X/60), *Simple and Complex Machines* (Y/70) **READER'S THEATER HANDBOOK: Unit 4:** 49 **DESIGNATED ELD TEACHER RESOURCE SYSTEM: Unit 1:** 8–9, 12–13, 14–15, 16–17, 18–19, 24–25, 26–27 **Unit 2:** 38–39 **Unit 3:** 68–69, 72–73, 74–75, 76–77, 84–85, 86–87 **Unit 5:** 144–145, 146–147, 148–149 **Unit 7:** 204–205, 206–207, 208–209, 212–213 **Unit 8:** 218–219, 222–223, 234–235, 236–237 **Unit 9:** 248–249, 252–253, 254–255, 256–257, 258–259, 260–261, 264–265, 266–267 **Unit 10:** 284–285, 286–287, 288–289, 290–291, 292–293, 294–295, 296–297, 298–299, 300–301

RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	**TEACHER RESOURCE SYSTEM: Unit 1:** 6–7, 16–17, 28–29, 30–31, 40–41, 44–45, 72–73, 76–77 **Unit 3:** 6–7, 16–17, 40–41, 44–45, 72–73, 76–77 **Unit 5:** 16–17, 72–73, 76–77 **Unit 7:** 6–7, 10–11, 16–17, 30–31, 72–73, 76–77, 82–83, 88–89, 94–95 **Unit 8:** 114–115, 170–171, 174–175 **Unit 9:** 6–7, 16–17, 40–41, 44–45, 72–73, 76–77, 88–89 **Unit 10:** 104–105, 114–115, 138–139, 142–143, 170–171, 174–175 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *Shaping the Constitution* (S/44), *Opinions About Freedom of Speech* (U/50), *Amending the Constitution* (T/44), *Women Justices of the Supreme Court* (R/40), *Math in a Democracy* (U/50) **Unit 2:** *A Tail for a Tail* (U/50) **Unit 3:** *What Makes a Plant a Plant?* (Q/40), *Cells* (V/60), *Plant Atlas* (Q/40), *Plants We Use* (S/44), *Growing a Kitchen Garden* (N/30), *Plant Genetics* (T/44) **Unit 4:** *The Trail of Tears* (V/60), *Perspectives of the American Revolution* (T/44) **Unit 5:** *Technology and the Civil War* (T/44), *Disasters of Technology* (W/60), *Lasers* (R/40), *The Transcontinental Railroad* (S/44), *Opinions About Putting Humans in Space: Worth the Cost* (S/44) **Unit 6:** *Narrative of the Life of Frederick Douglass* (X/60) **Unit 7:** *Matthew Brady* (U/50), *Women of the Civil War* (V/70), *Causes of the Civil War* (V/60), *Battles of the Civil War* (W/60), *Voices from the Civil War* (T/44), *Civil War Reporter* (U/50) **Unit 8:** *Catastrophic Storms* (T/44), *The Sky Is Green* (R/40), *Weatherworks* (S/44), *Weather on Earth* (W/60), *Antarctica: A Year in Science* (R/40), *Severe Weather* (W/60) **Unit 9:** *The New England Colonies* (Y/70), *The Dust Bowl* (V/60), *Gold and the Settling of the West* (Z/80), *Establishing the U.S. Economy* (U/50), *The U.S. Economy 1861-1941* (X/60), *The Formation of the U.S. Economy 1700-1861* (X/60) **Unit 10:** *The Nature of Motion* (Y/80), *Forces and Motion on Earth* (V/60), *Forces and Motion in Sports* (W/60), *Isaac Newton and His Laws of Motion* (X/60), *Forces on Earth* (Y/70), *Simple and Complex Machines* (Y/70) **DESIGNATED ELD TEACHER RESOURCE SYSTEM: Unit 1:** 8–9, 14–15, 16–17, 24–25 **Unit 3:** 74–75, 84–85 **Unit 5:** 128–129, 144–145, 146–147 **Unit 7:** 188–189, 204–205, 206–207 **Unit 8:** 222–223 **Unit 9:** 248–249, 254–255, 256–257, 264–265, 266–267 **Unit 10:** 278–279, 286–287, 288–289
RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	**TEACHER RESOURCE SYSTEM: Unit 1:** 10–11, 12–13, 22–23, 28–29, 50–51, 56–57, 62–63, 78–79, 82–83, 88–89, 94–95 **Unit 3:** 10–11, 50–51, 56–57, 82–83, 88–89, 94–95 **Unit 5:** 22–23, 82–83 **Unit 7:** 10–11 **Unit 8:** 120–121, 176–177, 186–187 **Unit 9:** 6–7, 28–29, 50–51, 56–57, 78–79, 82–83, 88–89 **Unit 10:** 108–109, 126–127, 148–149, 154–155, 160–161 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *Shaping the Constitution* (S/44), *Amending the Constitution* (T/44), *Women Justices of the Supreme Court* (R/40), *Math in a Democracy* (U/50) **Unit 3:** *What Makes a Plant a Plant?* (Q/40), *Cells* (V/60), *Plant Atlas* (Q/40) **Unit 4:** *The Trail of Tears* (V/60) **Unit 5:** *Disasters of Technology* (W/60), *Lasers* (R/40), *The Transcontinental Railroad* (S/44) **Unit 7:** *Women of the Civil War* (V/70), *Voices from the Civil War* (T/44), *Civil War Reporter* (U/50) **Unit 8:** *Catastrophic Storms* (T/44), *Antarctica: A Year in Science* (R/40), *Severe Weather* (W/60) **Unit 9:** *The New England Colonies* (Y/70), *The Dust Bowl* (V/60), *Establishing the U.S. Economy* (U/50), *The U.S. Economy 1861-1941* (X/60), *The Formation of the U.S. Economy 1700-1861* (X/60) **Unit 10:** *Forces and Motion on Earth* (V/60), *Forces and Motion in Sports* (W/60), *Isaac Newton and His Laws of Motion* (X/60), *Forces on Earth* (Y/70) **READER'S THEATER HANDBOOK: Unit 4:** 44–45, 49 **Unit 7:** 86–87 **Unit 9:** 104–105, 107, 108

Craft and Structure		**Benchmark Advance**
RI.5.4	Determine the meaning of general academic and domain–specific words and phrases in a text relevant to a *grade 5 topic or subject area* . **(See grade 5 Language standards 4–6 for additional expectations.) CA**	**TEACHER RESOURCE SYSTEM: Unit 1:** 46–47 **Unit 3:** 46–47 **Unit 5:** 78–79 **Unit 7:** 12–13 **Unit 8:** 126–127 **Unit 9:** 12–13, 46–47 **Unit 10:** 144–145 **LEVELED TEXT TEACHER'S GUIDES: Unit 8:** *Weather on Earth* (W/60) **Unit 9:** *The U.S. Economy 1861-1941* (X/60), *The Formation of the U.S. Economy 1700-1861* (X/60) **Unit 10:** *Forces on Earth* (Y/70)
RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	**TEACHER RESOURCE SYSTEM: Unit 1:** 10-11, 12–13, 22–23, 30–31 **Unit 3:** 10-11, 56-57 **Unit 5:** 22–23, 88–89 **Unit 7:** 30–31, 62–63, 88–89 **Unit 8:** 120–121, 128–129, 176–177, 192-193 **Unit 9:** 28–29, 30–31, 62–63, 78–79, 94–95 **Unit 10:** 128–129 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *Shaping the Constitution* (S/44) **Unit 3:** *What Makes a Plant a Plant?* (Q/40), *Cells* (V/60), *Plant Atlas* (Q/40), *Growing a Kitchen Garden* (N/30) **Unit 5:** *Technology and the Civil War* (T/44), *Disasters of Technology* (W/60), *Lasers* (R/40), *The Transcontinental Railroad* (S/44) **Unit 7:** *Causes of the Civil War* (V/60), *Battles of the Civil War* (W/60), *Voices from the Civil War* (T/44) **Unit 8:** *Catastrophic Storms* (T/44), *Weatherworks* (S/44), *Weather on Earth* (W/60) **Unit 9:** *Gold and the Settling of the West* (Z/80) **Unit 10:** *The Nature of Motion* (Y/80), *Forces and Motion in Sports* (W/60), *Isaac Newton and His Laws of Motion* (X/60), *Simple and Complex Machines* (Y/70)
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	**TEACHER RESOURCE SYSTEM: Unit 3:** 12–13, 22–23, 30–31, 62–63, 94–95 **Unit 5:** 30–31, 94–95 **Unit 7:** 88–89 **Unit 8:** 128–129, 146–147 **Unit 10:** 180–181 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *Amending the Constitution* (T/44), *Women Justices of the Supreme Court* (R/40) **Unit 3:** *Plant Genetics* (T/44) **Unit 5:** *Disasters of Technology* (W/60), *The Transcontinental Railroad* (S/44) **Unit 6:** *Narrative of the Life of Frederick Douglass* (X/60) **Unit 7:** *Voices from the Civil War* (T/44) **Unit 9:** *The New England Colonies* (Y/70) **READER'S THEATER HANDBOOK: Unit 4:** 44–45, 49
Integration of Knowledge and Ideas		**Benchmark Advance**
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	**TEACHER RESOURCE SYSTEM: Unit 1:** 4-5, 78–79 **Unit 3:** 28–29, 56–57, 78–79 **Unit 8:** 128–129 **Unit 9:** 10–11, 56–57, 82–83, 88–89 **Unit 10:** 110–111, 120–121, 148-149, 154–155, 192-193 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *Amending the Constitution* (T/44) **Unit 3:** *What Makes a Plant a Plant?* (Q/40), *Plants We Use* (S/44), *Growing a Kitchen Garden* (N/30), *Plant Genetics* (T/44) **Unit 4:** *Perspectives of the American Revolution* (T/44) **Unit 5:** *Technology and the Civil War* (T/44), *Disasters of Technology* (W/60), *Lasers* (R/40), *The Transcontinental Railroad* (S/44) **Unit 7:** *Voices from the Civil War* (T/44) **Unit 8:** *Catastrophic Storms* (T/44), *Weatherworks* (S/44), *Severe Weather* (W/60) **Unit 10:** *Forces and Motion on Earth* (V/60), *Isaac Newton and His Laws of Motion* (X/60)

RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	**TEACHER RESOURCE SYSTEM: Unit 1:** 28–29, 30–31, 94–95 **Unit 3:** 22–23, 30–31, 82–83 **Unit 7:** 48–49, 78–79 **Unit 8:** 146–147, 176–177, 186–187 **Unit 9:** 22–23, 50–51, 56–57, 82–83, 88–89 **Unit 10:** 110–111, 120–121, 176–177, 186–187, 192–193 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *Opinions About Freedom of Speech* (U/50) **Unit 3:** *Cells* (V/60), *Plants We Use* (S/44), *Plant Genetics* (T/44) **Unit 4:** *The Trail of Tears* (V/60), *Perspectives of the American Revolution* (T/44) **Unit 5:** *Technology and the Civil War* (T/44), *The Transcontinental Railroad* (S/44), *Opinions About Putting Humans in Space: Worth the Cost* (S/44) **Unit 7:** *Matthew Brady* (U/50), *Women of the Civil War* (V/70) **Unit 8:** *The Sky Is Green* (R/40) **Unit 9:** *Establishing the U.S. Economy* (U/50), *The U.S. Economy 1861-1941* (X/60) **Unit 10:** *Forces and Motion in Sports* (W/60) **DESIGNATED ELD TEACHER RESOURCE SYSTEM: Unit 1:** 8–9, 14–15, 16–17, 24–25 **Unit 3:** 84–85, 86–87 **Unit 5:** 144–145 **Unit 7:** 206–207 **Unit 9:** 248–249, 264–265 **Unit 10:** 302–303
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	**TEACHER RESOURCE SYSTEM: Unit 1:** 30–31, 62–63, 94–95 **Unit 3:** 30–31, 62–63, 94–95 **Unit 5:** 30–31, 94–95 **Unit 7:** 94–95 **Unit 8:** 128–129, 192–193 **Unit 9:** 30–31, 48–49, 62–63, 94–95 **Unit 10:** 104–105**,** 128–129, 138–139, 142–143, 160–161, 180–181, 192–193 **LEVELED TEXT TEACHER'S GUIDES: Unit 4:** *Perspectives of the American Revolution* (T/44) **Unit 5:** *Opinions About Putting Humans in Space: Worth the Cost* (S/44) **READER'S THEATER HANDBOOK: Unit 1:** 13, 19 **Unit 2:** 31 **Unit 3:** 37, 43 **Unit 7:** 91 **Unit 8:** 103 **Unit 9:** 109, 115 **Unit 10:** 121
Range of Reading and Level of Text Complexity		**Benchmark Advance**
RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	**TEACHER RESOURCE SYSTEM: Unit 1:** 6–7, 16–17, 40–41, 44–45, 72–73, 76–77 **Unit 3:** 6–7, 16–17, 40–41, 44–45, 72–73, 76–77 **Unit 5:** 16–17, 72–73, 76–77 **Unit 7:** 16-17, 72–73, 76–77 **Unit 8:** 114–115, 170–171, 174–175 **Unit 9:** 6–7, 40-41, 44-45, 72–73, 76–77, 88–89 **Unit 10:** 170–171, 174–175
Reading Standards: Foundational Skills		
Phonics and Word Recognition		**Benchmark Advance**
RF.5.3	Know and apply grade–level phonics and word analysis skills in decoding words.	
RF.5.3a	Use combined knowledge of all letter–sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	**TEACHER RESOURCE SYSTEM: Unit 1:** 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 **Unit 2:** 116–117, 122–123, 150–151, 156–157, 182–183, 188–189 **Unit 3:** 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 **Unit 4:** 116–117, 122–123, 150–151, 156–157, 182–183, 188–189 **Unit 5:** 18–19, 26–27, 52–53, 58–59, 84–85, 90–91 **Unit 6:** 118–119, 124–125, 150–151, 156–157, 182–183, 188–189 **Unit 7:** 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 **Unit 8:** 116–117, 122–123, 150–151, 156–157, 182–183, 188–189 **Unit 9:** 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 **Unit 10:** 124–125, 150–151, 156–157, 182–183, 188–189
Fluency		**Benchmark Advance**
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.	

RF.5.4a	Read on–level text with purpose and understanding.	**TEACHER RESOURCE SYSTEM: Unit 1:** 6–7, 16–17, 40–41, 44–45, 72–73, 76–77 **Unit 2:** 104–105, 114–115, 138–139, 142–143, 170–171, 174–175 **Unit 3:** 6–7, 16–17, 40–41, 44–45, 72–73, 76–77 **Unit 4:** 104–105, 114–115, 138–139, 142–143, 170–171, 174–175 **Unit 5:** 6–7, 16–17, 40–41, 44–45, 72–73, 76–77 **Unit 6:** 170–171, 174–175 **Unit 7:** 72–73, 76–77 **Unit 8:** 104–105, 114–115, 138–139, 142–143, 170–171, 174–175 **Unit 9:** 6–7, 72–73, 76–77 **Unit 10:** 170–171, 174–175 **READER'S THEATER HANDBOOK: Unit 1:** 8–9, 10, 11, 12, 13, 14–15, 16, 17, 18, 19 **Unit 2:** 20–21, 22, 23, 24, 25, 26–27, 28, 29, 30, 31 **Unit 3:** 32–33, 34, 35, 36, 37, 38–39, 40, 41, 42, 43 **Unit 4:** 44–45, 46, 47, 48, 49, 52, 53, 54, 55 **Unit 5:** 56–57, 58, 59, 60, 61, 62–63, 64, 65, 66, 67 **Unit 6:** 68–69, 70, 71, 72, 73, 74–75, 76, 77, 78, 79 **Unit 7:** 80–81, 82, 83, 84, 85, 86–87, 88, 89, 90, 91 **Unit 8:** 92–93, 94, 95, 96, 97, 98–99, 100, 101, 102, 103 **Unit 9:** 104–105, 106, 107, 108, 109, 110–111, 112, 113, 114, 115 **Unit 10:** 116–117, 118, 119, 120, 121, 122–123, 124, 125, 126, 127
RF.5.4b	Read on–level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	**TEACHER RESOURCE SYSTEM: Unit 4:** 176–177 **Unit 5: 6-7,** 46–47 **READER'S THEATER HANDBOOK: Unit 1:** 8–9, 10, 11, 12, 13, 14–15, 16, 17, 18, 19 **Unit 2:** 20–21, 22, 23, 24, 25, 26–27, 28, 29, 30, 31 **Unit 3:** 32–33, 34, 35, 36, 37, 38–39, 40, 41, 42, 43 **Unit 4:** 44–45, 46, 47, 48, 49, 50–51, 52, 53, 54, 55 **Unit 5:** 56–57, 58, 59, 60, 61, 62–63, 64, 65, 66, 67 **Unit 6:** 68–69, 70, 71, 72, 73, 74–75, 76, 77, 78, 79 **Unit 7:** 80–81, 82, 83, 84, 85, 86–87, 88, 89, 90, 91 **Unit 8:** 92–93, 94, 95, 96, 97, 98–99, 100, 101, 102, 103 **Unit 9:** 104–105, 106, 107, 108, 109, 110–111, 112, 113, 114, 115 **Unit 10:** 116–117, 118, 119, 120, 121, 122–123, 124, 125, 126, 127
RF.5.4c	Use context to confirm or self–correct word recognition and understanding, rereading as necessary.	**TEACHER RESOURCE SYSTEM: Unit 1:** 46-47 **Unit 4:** 176–177 **Unit 5:** 46–47 **Unit 6:** 46-47 **Unit 10:** 46-47 **READER'S THEATER HANDBOOK: Unit 1:** 8–9, 10, 11, 12, 13, 14–15, 16, 17, 18, 19 **Unit 2:** 20–21, 22, 23, 24, 25, 26–27, 28, 29, 30, 31 **Unit 3:** 32–33, 34, 35, 36, 37, 38–39, 40, 41, 42, 43 **Unit 4:** 44–45, 46, 47, 48, 49, 50–51, 52, 53, 54, 55 **Unit 5:** 56–57, 58, 59, 60, 61, 62–63, 64, 65, 66, 67 **Unit 6:** 68–69, 70, 71, 72, 73, 74–75, 76, 77, 78, 79 **Unit 7:** 80–81, 82, 83, 84, 85, 86–87, 88, 89, 90, 91 **Unit 8:** 92–93, 94, 95, 96, 97, 98–99, 100, 101, 102, 103 **Unit 9:** 104–105, 106, 107, 108, 109, 110–111, 112, 113, 114, 115 **Unit 10:** 116–117, 118, 119, 120, 121, 122–123, 124, 125, 126, 127
Writing Standards		
Types and Purposes		**Benchmark Advance**
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
W.5.1a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	**TEACHER RESOURCE SYSTEM: Unit 1:** 86–87, 92–93, 96–97 **Unit 2:** 190-191, 184–185 **Unit 4:** 172–173, 178–179, 184–185 **Unit 5:** 74–75, 80-81, 92-93 **Unit 7:** 86–87 **Unit 10:** 130–131, 172–173
W.5.1b	Provide logically ordered reasons that are supported by facts and details.	**TEACHER RESOURCE SYSTEM: Unit 1:** 86–87, 92–93 **Unit 2:** 184–185, 190–191 **Unit 4:** 194–195 **Unit 5:** 80–81, 86-87, 92–93 **Unit 7:** 80–81, 96–97 **Unit 10:** 178–179, 190–191
W.5.1c	Link opinion and reasons using words, phrases, and clauses (e.g., *consequently , specifically*).	**TEACHER RESOURCE SYSTEM: Unit 1:** 92–93 **Unit 4:** 178–179, 190–191, 194-195 **Unit 5:** 86–87 **Unit 7:** 80–81, 86-87, 92–93 **Unit 10:** 184–185

W.5.1d	Provide a concluding statement or section related to the opinion presented.	**TEACHER RESOURCE SYSTEM: Unit 1:** 86–87, 92–93 **Unit 5:** 92-93, 96–97 **Unit 10:** 194–195
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
W.5.2a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	**TEACHER RESOURCE SYSTEM: Unit 1:** 20–21, 26–27 **Unit 2:** 118-119, 124–125 **Unit 4:** 118–119 **Unit 5:** 14–15 **Unit 7:** 14–15, 32–33 **Unit 8:** 172–173, 178–179
W.5.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	**TEACHER RESOURCE SYSTEM: Unit 1:** 20–21, 26–27 **Unit 2:** 118-119, 124–125 **Unit 4:** 118–119, 124–125 **Unit 5:** 14–15, 20–21 **Unit 7:** 14–15 **Unit 8:** 184–185
W.5.2c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast* , *especially*).	**TEACHER RESOURCE SYSTEM: Unit 1:** 26–27 **Unit 4:** 130–13, 194-195 **Unit 7:** 14–15, 26-27 **Unit 9:** 50–51, 56–57, 82–83, 92-93
W.5.2d	Use precise language and domain–specific vocabulary to inform about or explain the topic.	**TEACHER RESOURCE SYSTEM: Unit 1:** 26–27, 32–33 **Unit 4:** 184-185 **Unit 5:** 13, 20–21, 79 **Unit 7:** 14–15, 20-21 **Unit 10:** 145
W.5.2e	Provide a concluding statement or section related to the information or explanation presented.	**TEACHER RESOURCE SYSTEM: Unit 1:** 20–21, 26–27 **Unit 2:** 124–125, 130–131 **Unit 4:** 118–119, 124-125 **Unit 5:** 24–25, 32–33 **Unit 8:** 190–191
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
W.5.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	**TEACHER RESOURCE SYSTEM: Unit 1:** 54–55, 60–61 **Unit 2:** 152–153, 162–163 **Unit 4:** 158–159 **Unit 5:** 42–43, 54-55 **Unit 7:** 54–55, 60–61 **Unit 9:** 60–61, 64–65, 74–75, 80–81
W.5.3b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	**TEACHER RESOURCE SYSTEM: Unit 1:** 54–55, 60–61 **Unit 2:** 152–153, 158-159 **Unit 4:** 140-141, 158-159 **Unit 5:** 48–49, 54-55 **Unit 7:** 54–55, 60–61 **Unit 9:** 86–87
W.5.3c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	**TEACHER RESOURCE SYSTEM: Unit 1:** 60–61, 64–65 **Unit 2:** 162–163 **Unit 4:** 152–153 **Unit 7:** 54–55, 60–61 **Unit 9:** 92–93
W.5.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.	**TEACHER RESOURCE SYSTEM: Unit 1:** 60–61 **Unit 2:** 158–159 **Unit 4:** 140-141**,** 158–159, 162 **Unit 5:** 42–43, 48–49, 54–55, 64–65 **Unit 7:** 42–43, 60–61 **Unit 9:** 92–93
W.5.3e	Provide a conclusion that follows from the narrated experiences or events.	**TEACHER RESOURCE SYSTEM: Unit 1:** 54–55, 60–61 **Unit 2:** 152–153, 158-159 **Unit 4:** 162–163 **Unit 5:** 60–61 **Unit 7:** 60–61 **Unit 9:** 96–97

Production and Distribution of Writing		**Benchmark Advance**
W.5.4	Produce clear and coherent writing **(including multiple–paragraph texts)** in which the development and organization are appropriate to task, purpose, and audience. (Grade–specific expectations for writing types are defined in standards 1–3 above.) **CA**	**TEACHER RESOURCE SYSTEM: Unit 1:** 8–9, 14–15, 20–21, 26–27, 32–33, 42–43, 48–49, 54–55, 60–61, 64–65, 74–75, 80–81, 86–87, 92–93, 96–97 **Unit 2:** 124–125, 130–131, 140–141, 146–147, 152–153, 158–159, 162–163, 172–173, 178–179, 184–185, 190–191, 194–195 **Unit 4:** 106–107, 112–113, 118–119, 124–125, 130–131, 140–141, 152–153, 158–159, 162–163, 172–173, 178–179, 184–185, 190–191, 194–195 **Unit 5:** 14–15, 24–25, 32–33, 42–43, 54–55, 60–61, 64–65, 74–75, 86–87 **Unit 7:** 20–21, 26–27, 32–33, 42–43, 48–49, 54–55, 60–61, 64–65, 74–75, 80–81, 86–87, 92–93, 96–97 **Unit 8:** 112–113, 128–129, 152–153, 162–163, 172–173, 178–179, 184–185, 190–191 **Unit 9:** 26–27, 42–43, 64–65, 74–75, 80–81, 86–87, 92–93 **Unit 10:** 128–129, 140–141, 172–173, 178–179, 184–185, 190–191, 194–195
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)	**TEACHER RESOURCE SYSTEM: Unit 1:** 8–9, 14–15, 20–21, 26–27, 32–33, 42–43, 48–49, 54–55, 60–61, 64–65, 74–75, 80–81, 86–87, 92–93, 96–97 **Unit 2:** 106–107, 112–113, 118–119, 124–125, 130–131, 146–147, 152–153, 162–163, 178–179, 184–185, 194–195 **Unit 3:** 64–65 **Unit 4:** 112–113, 118–119, 124–125, 130–131, 162–163, 178–179, 184–185, 190–191, 194–195 **Unit 5:** 8–9, 14–15, 24–25, 32–33, 42–43, 54–55, 60–61, 64–65, 74–75 **Unit 7:** 8–9, 20–21, 26–27, 32–33, 48–49, 54–55, 64–65, 80–81, 86–87, 92–93, 96–97 **Unit 8:** 112–113, 158–159, 162–163, 178–179, 184–185 **Unit 9:** 14–15, 26–27, 32–33, 64–65, 86–87 **Unit 10:** 146–147, 152–153, 158–159, 162–163
W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	**TEACHER RESOURCE SYSTEM: Unit 2:** AR5 **Unit 3:** 20–21, 26–27, 54–55, 60–61, 86–87, 92–93, 96–97 **Unit 5:** 8–9, 20–21, 60–61 **Unit 6:** 112-113, 146-147, AR4 **Unit 8:** 112–113, 118–119, 195, AR2, AR4 **Unit 9:** 20–2, 97 **Unit 10:** 195
Research to Build and Present Knowledge		**Benchmark Advance**
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	**TEACHER RESOURCE SYSTEM: Unit 2:** AR5 **Unit 3:** 8–9, 14–15, 20–21, 26–27, 32–33, 42–43, 48–49, 54–55, 60–61, 64–65, 74–75, 80–81, 86–87, 92–93, 96–97, AR5 **Unit 6:** 106–107, 112–113, 116–117, 122–123, 130–131, 140–141, 146–147, 162–163, 172–173, 194–195, AR5 **Unit 8:** 106–107, 112–113, 118–119, 124–125, 130–131, 140–141, 146–147, 152–153, 158–159 **Unit 9:** 8–9, 14–15, 20–21, 26–27, 32–33, 42–43, 48–49, 54–55, AR2 **Unit 10:** 106–107, 112–113, 118–119, 122–123, 140–141, 146–147, 152–153, 158–159
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	**TEACHER RESOURCE SYSTEM: Unit 1:** 8–9, 14–15, 20–21, 42–43, 48–49, 54–55, 74–75, 80–81, 86–87 **Unit 2:** 112–113, 118–119, 140–141, 146–147, 172–173, 178–179 **Unit 3:** 8–9, 14–15, 20–21, 26–27, 32–33, 42–43, 48–49, 54–55, 60–61, 64–65, 74–75, 80–81, 86–87, 92–93, 96–97 **Unit 4:** 106–107, 112–113, 140–141, 146–147, 172–173, 178–179, 194–195 **Unit 6:** 106–107, 112–113, 116–117, 122–123, 130–131, 140–141, 146–147, 152–153, 158–159, 162–163, 172–173, 178–179, 184–185, 190–191, 194–195, **Unit 7:** 20–21, 42–43, 48–49, 74–75, 80–81, 96–97 **Unit 8:** 112–113, 118–119, 130–131, 140–141, 146–147, 152–153, 158–159, 184–185, 194–195 **Unit 9:** 8–9, 14–15, 20–21, 32–33, 42–43, 48–49, 54–55, 86–87 **Unit 10:** 112–113, 118–119, 122–123, 140–141, 146–147, 152–153, 158–159
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
W.5.9a	Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").	**TEACHER RESOURCE SYSTEM: Unit 2:** 112–113, 118–119, 124–125, 140–141, 146–147, 172–173, 178–179, 190–191 **Unit 4:** 106–107, 112–113, 118–119, 140–141, 146–147, 172–173, 178–179, 194–195 **Unit 7:** 42–43, 48–49, 54–55, 96–97 **Unit 8:** 162–163

W.5.9b	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").	**TEACHER RESOURCE SYSTEM: Unit 1:** 8–9, 14–15, 20–21, 42–43, 48–49, 74–75, 80–81, 92–93 **Unit 3:** 8–9, 42–43 **Unit 6:** 106–107, 112–113, 116–117, 122–123, 130–131, 140–141, 162–163, 172–173 **Unit 7:** 20–21, 26–27, 48–49, 54–55, 74–75, 80–81 **Unit 8:** 152–153, 184–185 **Unit 9:** 42–43, 48–49, 86–87, 92–93 **Unit 10:** 172–173, 178–179, 184–185, 190–191
Range of Writing		**Benchmark Advance**
W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline–specific tasks, purposes, and audiences.	**TEACHER RESOURCE SYSTEM: Unit 1:** 10–11, 12–13, 16–17, 22–23, 26–27, 28–29, 32–33, 40–41, 44–45, 50–51, 56–57, 60–61, 62–63, 64–65, 76–77, 82–83, 88–89, 92–93, 94–95, 96–97 **Unit 2:** 126–127, 130–131, 138–139, 142–143, 148–149, 154–155, 158–159, 162–163, 170–171, 174–175, 176–177, 180–181, 186–187, 190–191, 192–193, 194–195 **Unit 3:** 30–31, 32–33, 64–65, 78–79, 82–83, 88–89, 94–95, 96–97 **Unit 4:** 110–111, 114–115, 126–127, 128–129, 130–131, 142–143, 148–149, 154–155, 160–161, 162–163, 174–175, 180–181, 186–187, 194–195 **Unit 5:** 10–11, 12–13, 16–17, 30–31, 32–33, 40–41, 50–51, 56–57, 62–63, 64–65, 72–73, 76–77, 82–83, 88–89, 96–97 **Unit 6:** 104–105, 114–115, 126–127, 128–129, 130–131, 154–155, 160–161, 162–163, 170–171, 174–175, 180–181, 186–187, 192–193, 194–195 **Unit 7:** 10–11, 26–27, 28–29, 30–31, 64–65, 96–97 **Unit 8:** 120–121, 152–153, 194–195 **Unit 9:** 6–7, 30–31, 42–43, 62–63, 94–95, 96–97 **Unit 10:** 130–131, 170–171, 186–187, 192–193, 194–195
Speaking and Listening Standards		
Comprehension and Collaboration		**Benchmark Advance**
SL.5.1	Engage effectively in a range of collaborative discussions (one–on–one, in groups, and teacher–led) with diverse partners on *grade 5 topics and texts* , building on others' ideas	
SL.5.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	**TEACHER RESOURCE SYSTEM: Unit 1:** 6–7, 16–17, 22–23, 24–25, 38–39, 48–49, 80–81 **Unit 2:** 106–107, 118–119, 136–137, 146–147, 168–169 **Unit 3:** 4-5, 12–13, 38–39, 42–43, 70–71, 88–89 **Unit 4:** 136–137, 168–169 **Unit 5: 4-5,** 30–31, 38–39 **Unit 6:** 116–117, 128–129, 136–137, 142–143, 168–169, 186–187 **Unit 7:** 14–15, 24–25, 30–31, 44–45, 54–55, 62–63, 70–71 **Unit 8:** 108–109, 112–113, 136–137, 142–143 **Unit 9:** 4–5**,** 8–9, 14–15, 28–29, 62–63, 74–75, 94–95 **Unit 10:** 128–129, 140–141, 174–175
SL.5.1b	Follow agreed–upon rules for discussions and carry out assigned roles.	**TEACHER RESOURCE SYSTEM:** RR6-7**, Unit 1:** 4–5, 12–13, 22–23, 26–27, 42–43, 52–53, 60–61, 74–75, 78–79 **Unit 2:** 102–103, 106–107, 128–129, 136–137, 140–141, 156–157, 172–173, 176–177, 180–181, 190–191, 192–193 **Unit 3:** 4–5, 14–15, 30–31, 48–49, 50–51, 56–57, 60–61, 62–63, 78–79, 80–81, 82–83, 94–95 **Unit 4:** 102–103, 118–119, 120–121, 122–123, 136–137, 140–141, 152–153, 154–155, 170–171, 172–173, 174–175, 184–185, 186–187, 188–189, 192–193 **Unit 5:** 4–5, 6–7, 10–11, 16–17, 18–19, 20–21, 26–27, 30–31, 38–39, 42–43, 56–57, 62–63, 74–75, 82–83 **Unit 6:** 102–103, 104–105, 110–111, 126–127, 128–129, 140–141, 144–145, 172–173, 176–177, 180–181 **Unit 7:** 4–5, 10–11, 30–31, 38–39, 44–45, 50–51, 74–75, 78–79, 88–89 **Unit 8:** 102–103, 104–105, 108–109, 124–125, 128–129, 160–161, 186–187 **Unit 9:** 4–5, 14–15, 22–23, 30–31, 56–57, 60–61, 78–79, 82–83, 88–89 **Unit 10:** 102–103, 128–129, 160–161, 168–169, 172–173, 186–187, 192–193
SL.5.1c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	**TEACHER RESOURCE SYSTEM: Unit 1:** 4–5, 20–21, 38–39, 42–43, 50–51, 54–55, 56–57, 62–63, 70–71, 74–75, 82–83, 86–87, 88–89, 94–95 **Unit 2:** 102–103, 118–119, 136–137, 140–141, 142–143, 148–149, 154–155, 160–161, 168–169, 184–185, 188–189 **Unit 3:** 4–5, 30–31, 38–39, 42–43, 50–51, 58–59, 62–63, 70–71, 74–75, 82–83, 94–95 **Unit 4:** 102–103, 104–105, 118–119, 120–121, 136–137, 138–139, 142–143, 146–147, 156–157, 168–169, 170–171, 178–179 **Unit 5:** 4–5, 12–13, 30–31, 38–39, 70–71, 72–73, 78–79, 80–81, 88–89, 94–95 **Unit 6:** 102–103, 104–105, 110–111, 114–115, 128–129, 136–137, 138–139, 144–145, 156–157, 162–163, 168–169, 170–171, 172–173, 174–175, 176–177, 188–189, 194–195 **Unit 7:** 4–5, 8–9, 10–11, 12–13, 28–29, 30–31, 38–39, 40–41, 42–43, 46–47, 70–71, 74–75, 78–79, 80–81, 82–83 **Unit 8:** 102–103, 104–105, 106–107, 114–115, 120–121, 124–125, 126–127, 128–129, 136–137, 140–141, 144–145, 154–155, 158–159, 168–169 **Unit 9:** 4–5, 8–9, 10–11, 22–23, 30–31, 38–39, 42–43, 48–49, 54–55, 56–57, 62–63, 64–65, 70–71, 76–77, 78–79, 80–81 **Unit 10:** 102–103, 106–107, 108–109, 112–113, 122–123, 128–129, 136–137, 146–147, 152–153, 162–163, 168–169, 172–173, 174–175, 178–179, 182–183, 184–185, 194–195

SL.5.1d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	**TEACHER RESOURCE SYSTEM: Unit 1:** 4–5, 8–9, 12–13, 16–17, 20–21, 40–41, 46–47, 54–55, 70–71, 76–77 **Unit 2:** 104–105, 108–109, 114–115, 118–119, 128–129, 136–137, 168–169, 176–177, 186–187, AR5 **Unit 3:** 10–11, 38–39, 42–43, 70–71, 82–83, AR3 **Unit 4:** 102–103, 136–137, 160–161, 174–175, 188–189 **Unit 5:** 8–9, 10–11, 14–15, 16–17, 24–25, 30–31, 38–39, 40–41, 70–71, 72–73, 76–77, 94–95 **Unit 6:** 102–103, 114–115, 116–117, 128–129, 142–143, 170–171, 194–195 **Unit 7:** 6–7, 16–17, 30–31, 38–39, 44–45, 54–55, 70–71, 72–73, 76–77, 86–87, AR2 **Unit 8:** 102–103, 136–137, 138–139, 140–141, 142–143, 148–149, 162–163, 168-169, 174–175, 178–179, 190–191 **Unit 9:** 6–7, 16–17, 38–39, 40–41, 44–45, 72–73, 76–77, 78–79, 94–95 **Unit 10:** 104–105, 114–115, 136–137, 138–139, 142–143, 146–147, 168–169, 170–171, 174–175, 190–191
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**TEACHER RESOURCE SYSTEM: Unit 1:** 38–39, 70–71 **Unit 2:** 126-127, 136–137, 168–169, 176-177 **Unit 3:** 28-29, 38–39, 70–71, 78-79 **Unit 4:** 104-105, 136–137, 168–169 **Unit 5:** 38–39, 70–71 **Unit 6:** 136–137, 168–169 **Unit 7:** 38–39 **Unit 8:** 136–137, 168–169 **Unit 9:** 38–39, 60–61 **Unit 10:** 136–137
SL.5.3	Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, **and identify and analyze any logical fallacies. CA**	**TEACHER RESOURCE SYSTEM: Unit 2:** AR4, AR5 **Unit 4:** AR4 **Unit 5:** 8–9 **Unit 6:** AR4 **Unit 9:** 38–39, 60–61
Presentation of Knowledge and Ideas		**Benchmark Advance**
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak	
SL.5.4a	**Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker's position. CA**	**TEACHER RESOURCE SYSTEM: Unit 2:** AR4 **Unit 3:** AR3 **Unit 4:** 192–193, AR4 **Unit 7:** 78–79, 94–95, AR2 **Unit 8:** 192–193 **Unit 9:** 78–79, 94–95
SL.5.4b	**Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection. CA**	**TEACHER RESOURCE SYSTEM: Unit 1:** 6–7 **Unit 5:** 6–7, 46-47 **Unit 7:** AR3, AR4
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	**TEACHER RESOURCE SYSTEM: Unit 1:** AR3 **Unit 8:** AR4, AR5 **Unit 9:** AR2
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)	**TEACHER RESOURCE SYSTEM: Unit 1:** 38–39, 70–71 **Unit 2:** 136–137, 162, 168–169 **Unit 3:** 38–39, 70–71 **Unit 4:** 136–137, 168–169 **Unit 5:** 38–39, 70–71 **Unit 6:** 136–137, 168–169 **Unit 7:** 8–9, 38–39, 70–71 **Unit 8:** 136–137, 168–169 **Unit 9:** 70–71 **Unit 10:** 136–137
Language Standards		
Conventions of Standard English		**Benchmark Advance**
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	

L.5.1a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	**TEACHER RESOURCE SYSTEM: Unit 1:** 26–27, 32–33 **Unit 2:** 158–159, 162–163, 194–195 **Unit 4:** 158–159, 162–163 **Unit 5:** 32–33, 48–49, 64–65 **Unit 7:** 12–12, 27 **WRITING AND LANGUAGE HANDBOOK:** 160-161 (Use Conjunctions), 162-163 (Use Interjections), 164-165 (Use Prepositions), Language BLM 1, Language BLM 2, Language BLM 3
L.5.1b	Form and use the perfect (e.g., *I had walked* ; *I have walked* ; *I will have walked*) verb tenses.	**TEACHER RESOURCE SYSTEM: Unit 1:** 26–27, 61 **Unit 7:** 93 **WRITING AND LANGUAGE HANDBOOK:** 166-167 (Use Perfect Verb Tenses), 168-169 (Use Appropriate Verb Tense), Language BLM 4, Language BLM 5
L.5.1c	Use verb tense to convey various times, sequences, states, and conditions.	**TEACHER RESOURCE SYSTEM: Unit 1:** 60–61, 64–65, 96–97 **Unit 5:** 8–9, 96–97 **Unit 7:** 86–87, 93, 96–97 **WRITING AND LANGUAGE HANDBOOK:** 166-167 (Use Perfect Verb Tenses), 168-169 (Use Appropriate Verb Tense), Language BLM 4, Language BLM 5
L.5.1d	Recognize and correct inappropriate shifts in verb tense.*	**TEACHER RESOURCE SYSTEM: Unit 1:** 61, 92–93, 96–97 **Unit 5:** 8–9, 96–97 **WRITING AND LANGUAGE HANDBOOK:** 168-169 (Use Appropriate Verb Tense), Language BLM 5
L.5.1e	Use correlative conjunctions (e.g., *either/or* , *neither/nor*).	**TEACHER RESOURCE SYSTEM: Unit 5:** 32–33 **Unit 7:** 92–93, 96–97 **Unit 10:** 178–179, 194–195
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.5.2a	Use punctuation to separate items in a series.*	**TEACHER RESOURCE SYSTEM: Unit 2:** 190–191, 194–195 **Unit 4:** 190–191 **READER'S THEATER HANDBOOK: Unit 2:** 22, 23, 24 **WRITING AND LANGUAGE HANDBOOK:** 170-171 (Use Commas), Language BLM 6
L.5.2b	Use a comma to separate an introductory element from the rest of the sentence.	**TEACHER RESOURCE SYSTEM: Unit 2:** 124–125, 130–131, 190–191, 194–195 **Unit 4:** 152–153, 190–191 **Unit 5:** 32–33, 60–61, 96–97 **READER'S THEATER HANDBOOK: Unit 2:** 22, 23, 24 **Unit 5:** 58 **WRITING AND LANGUAGE HANDBOOK:** 170-171 (Use Commas), Language BLM 6
L.5.2c	Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).	**TEACHER RESOURCE SYSTEM: Unit 2: 159,** 162–163, 190–191 **Unit 4:** 152–153, 162–163 **Unit 5:** 60–61, 64–65 **Unit 7:** 60–61, 64–65 **WRITING AND LANGUAGE HANDBOOK:** 170-171 (Use Commas), Language BLM 6
L.5.2d	Use underlining, quotation marks, or italics to indicate titles of works.	**TEACHER RESOURCE SYSTEM: Unit 2:** 194-195 **Unit 4:** 194–195 **Unit 5:** 32–33 **Unit 7:** 32–33 **WRITING AND LANGUAGE HANDBOOK:** 172-173 (Punctuate Titles of Works), Language BLM 7
L.5.2e	Spell grade–appropriate words correctly, consulting references as needed.	**TEACHER RESOURCE SYSTEM: Unit 1:** 24–25, 32–33, 64–65, 96–97 **Unit 2:** 116–117, 122–123, 130–131, 162–163, 194–195 **Unit 3:** 24–25 **Unit 4:** 130–131, 150–151, 162–163, 194–195 **Unit 5:** 96–97 **Unit 7:** 58–59, 64–65, 96–97 **Unit 10:** 116-117 **WRITING AND LANGUAGE HANDBOOK:** 174-175 (Use Spelling Reference Materials), Language BLM 8
Knowledge of Language		**Benchmark Advance**
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	

L.5.3a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	**TEACHER RESOURCE SYSTEM: Unit 1:** 32–33, 50–51 **Unit 2:** 194–195 **Unit 4:** 194–195 **Unit 5:** 24–25 **Unit 7:** 26–27 **Unit 10:** 176–177
L.5.3b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	**TEACHER RESOURCE SYSTEM: Unit 2:** 120–121, 154–155, 162 **Unit 7:** 28–29, 50–51, 64–65 **READER'S THEATER HANDBOOK: Unit 6:** 71 **Unit 7:** 86–87
Vocabulary Acquisition and Use		**Benchmark Advance**
L.5.4	Determine or clarify the meaning of unknown and multiple–meaning words and phrases based on *grade 5 reading and content* , choosing flexibly from a range of strategies.	
L.5.4a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	**TEACHER RESOURCE SYSTEM: Unit 1:** 46–47 **Unit 2:** 110–111 **Unit 3:** 46–47 **Unit 5:** 78–79 **Unit 6:** 110–111, 144–145, 176–177 **Unit 8:** 126–127 **Unit 9:** 12–13, 46–47 **Unit 10:** 144–145 **LEVELED TEXT TEACHER'S GUIDES: Unit 7:** *Causes of the Civil War* (V/60), *Battles of the Civil War* (W/60) **Unit 8:** *Severe Weather* (W/60) **Unit 10:** *Simple and Complex Machines* (Y/70) **READER'S THEATER HANDBOOK: Unit 1:** 8–9 **Unit 2:** 20–21, 26–27 **Unit 3:** 32–33, 38–39 **Unit 4:** 50–51 **Unit 5:** 62–63 **Unit 6:** 68–69 **Unit 7:** 86–87 **Unit 8:** 92–93, 98–99 **Unit 9:** 104–105, 110–111 **Unit 10:** 116–117
L.5.4b	Use common, grade–appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph* , *photosynthesis*).	**TEACHER RESOURCE SYSTEM: Unit 5:** 18-19, 26-27, 52–53, 58–59 **Unit 8:** 150–151, 156–157 **Unit 10:** 182–183, 188–189 **LEVELED TEXT TEACHER'S GUIDES: Unit 9:** *The New England Colonies* (Y/70), *Gold and the Settling of the West* (Z/80) **Unit 10:** *The Nature of Motion* (Y/80)
L.5.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases **and to identify alternate word choices in all content areas. CA**	**TEACHER RESOURCE SYSTEM: Unit 1:** 46–47 **Unit 2:** 110–111 **Unit 3:** 46–47 **Unit 4:** 108–109, 162–163, 184-185 **Unit 5:** 12–13, 78–79 **Unit 6:** 144–145, 176–177 **Unit 7:** 12–13 **Unit 8:** 126-127 **Unit 9:** 12–13, 46–47 **Unit 10:** 144–145 **READER'S THEATER HANDBOOK: Unit 5:** 56–57, 62–63 **Unit 7:** 80–81
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.5.5a	Interpret figurative language, including similes and metaphors, in context.	**TEACHER RESOURCE SYSTEM: Unit 2:** 154-155 **Unit 4:** 126–127, 148–149, 186–187 **Unit 7:** 56–57 **Unit 8:** 110–111, 154–155 **LEVELED TEXT TEACHER'S GUIDES: Unit 8:** *The Sky Is Green* (R/40)

L.5.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.	**TEACHER RESOURCE SYSTEM: Unit 4:** 144–145, 186–187 **Unit 7:** 50–51 **LEVELED TEXT TEACHER'S GUIDES: Unit 4:** *The Trouble with Northrup...* (T/44)
L.5.5c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	**TEACHER RESOURCE SYSTEM: Unit 1:** 56–57 **Unit 4:** 124-125, 150–151, 156–157
L.5.6	Acquire and use accurately grade–appropriate general academic and domain–specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however* , *although* , *nevertheless* , *similarly* , *moreover* , *in addition*).	**TEACHER RESOURCE SYSTEM: Unit 2:** 130 **Unit 4:** 108–109, 130–131, 162–163 **Unit 5:** 12–13, 194-195 **Unit 6**: 110-11 **Unit 7:** 12–13, 14–15, 48–49 **Unit 9:** 46–47 **Unit 10:** 144–145 **READER'S THEATER HANDBOOK: Unit 4:** 44–45, 55 **Unit 5:** 61, 67 **Unit 6:** 73, 79 **Unit 7:** 85

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Reading Standards for Literature		
Key Ideas and Details		**Benchmark Advance**
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**TEACHER RESOURCE SYSTEM: Unit 2:** 110–111, 120–121, 126–127, 148–149, 154–155, 176–177, 180–181, 186–187, 192–193 **Unit 4:** 108–109, 110–111, 120–121, 126–127, 148–149, 154–155, 160–161, 186–187 **Unit 6:** 120–121, 154–155, 160–161, 176–177, 186–187, 192–193 **Unit 8:** 110–111, 160–161 **LEVELED TEXT TEACHER'S GUIDES: Unit 2:** *Varuna Takes a Job with the Census; An Attack on the Mayflower in the Year 2647* (W/60), *Rodrigo and the Dogs* (U/50), *No Such Thing As Worry* (T/44), *The Adventures of Tom Sawyer* (W/60), *The Cadence of War* (T/44) **Unit 4:** *Arguments About Poetry* (Y/70), *The Adventure of the Blue Carbuncle* (V/60) **Unit 5:** *Galileo's Gift* (T/44) **Unit 6:** *Atlantis, El Dorado* (W/60), *In the Footsteps of Yeti, Stalked by Bigfoot* (S/44), *Ra Creates the World...* (W/60), *Robin Hood Shoots for the Queen* (U/50) **READER'S THEATER HANDBOOK: Unit 5:** 56–57, 62–63 **Unit 6:** 68–69, 75, 77 **Unit 7:** 80–81, 85, 86–87, 89, 91 **Unit 8:** 92–93, 95, 97
RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	**TEACHER RESOURCE SYSTEM: Unit 2:** 104–105, 110–111, 114–115, 138–139, 142–143, 170–171, 174–175 **Unit 4:** 104–105, 110-111, 114–115, 138–139, 142–143, 168–169, 170–171, 174–175, 176–177, 180–181 **Unit 6:** 104–105, 114–115, 138–139, 142–143, 170–171, 174–175 **Unit 8:** 104–105, 138–139, 142–143 **Unit 9:** 40–41, 44–45, 72–73 **LEVELED TEXT TEACHER'S GUIDES: Unit 2:** *Varuna Takes a Job with the Census; An Attack on the Mayflower in the Year 2647* (W/60), *Rodrigo and the Dogs* (U/50), *No Such Thing As Worry* (T/44), *The Adventures of Tom Sawyer* (W/60), *The Cadence of War* (T/44) **Unit 4:** *Dream Pilot, Erased* (W/60), *Arguments About Poetry* (Y/70), *The Adventure of the Blue Carbuncle* (V/60) **Unit 5:** *Galileo's Gift* (T/44) **Unit 6:** *Atlantis, El Dorado* (W/60), *Cocijo's Gift to the People: A Zapotec Myth; Manco Capac and the Golden Rod: An Inca Myth; Quetzalcoatl Creates People: An Aztec Myth* (W/60), *In the Footsteps of Yeti, Stalked by Bigfoot* (S/44), *Ra Creates the World...* (W/60), *Robin Hood Shoots for the Queen* (U/50) **READER'S THEATER HANDBOOK: Unit 3:** 37, 43 **Unit 4:** 44–45, 46, 49, 55 **Unit 5:** 56–57, 67 **Unit 6:** 73, 75, 79 **Unit 7:** 91 **Unit 9:** 110–111, 112, 113, 114, 115
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	**TEACHER RESOURCE SYSTEM: Unit 2:** 126–127, 180–181, 192–193 **Unit 4:** 110–111, 126–127, 136–137, 154–155 **Unit 6:** 120–121, 136–137, 154–155 **Unit 8:** 110–111, 160–161 **LEVELED TEXT TEACHER'S GUIDES: Unit 2:** *Varuna Takes a Job with the Census; An Attack on the Mayflower in the Year 2647* (W/60), *Rodrigo and the Dogs* (U/50), *No Such Thing As Worry* (T/44), *The Adventures of Tom Sawyer* (W/60), *The Cadence of War* (T/44) **Unit 4:** *Dream Pilot, Erased* (W/60), *The Adventure of the Blue Carbuncle* (V/60) **Unit 5:** *Galileo's Gift* (T/44) **Unit 6:** *Atlantis, El Dorado* (W/60), *Cocijo's Gift to the People: A Zapotec Myth; Manco Capac and the Golden Rod: An Inca Myth; Quetzalcoatl Creates People: An Aztec Myth* (W/60), *In the Footsteps of Yeti, Stalked by Bigfoot* (S/44), *Ra Creates the World...* (W/60), *Robin Hood Shoots for the Queen* (U/50) **READER'S THEATER HANDBOOK: Unit 1:** 08–09, 10, 11, 12, 13, 14–15, 16, 17, 18, 19 **Unit 2:** 20–21, 22, 23, 24, 25, 26–27, 28, 29, 30, 31 **Unit 3:** 32–33, 34, 35, 36, 40, 41, 42 **Unit 4:** 44–45, 46, 47, 48, 50–51, 52, 53, 54 **Unit 5:** 58, 59, 60, 61, 62–63, 64, 65, 66 **Unit 6:** 68–69, 70, 71, 72, 75, 78 **Unit 7:** 80–81, 82, 83, 84, 86–87, 88, 89, 90 **Unit 8:** 92–93, 94, 95, 96, 98–99, 100, 101, 102, 103 **Unit 9:** 104–105, 106, 107, 108, 109 **Unit 10:** 110–111, 112, 113, 114, 115 **Unit 10:** 116–117, 118, 119, 120, 121, 122–123, 124, 125, 126, 127 **NOVEL GUIDE (digital only)**

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Craft and Structure		**Benchmark Advance**
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. **(See grade 6 Language standards 4–6 for additional expectations.) CA**	**TEACHER RESOURCE SYSTEM: Unit 2:** 120–121, 144–145, 180–181 **Unit 3:** 78–79 **Unit 4:** 108–109, 136–137, 148–149 **Unit 6:** 108–109, 136–137, 148–149, 168–169, 180–181 **Unit 8:** 108–109, 136–137, 148–149 **LEVELED TEXT TEACHER'S GUIDES: Unit 3:** *Earth's Oceans* (Y/70) **Unit 7:** *Ancient Cultures of Mesoamerica* (Y/70) **Unit 8:** *Earth's Freshwater Bodies* (Y/70), *Earth's Lithosphere* (Y/70), *Earthquakes, Tsunamis, and Volcanoes* (Z/80), *Weathering and Erosion* (Y/70) **Unit 9:** *Economies in Medieval Times* (W/60), *The Roaring Twenties and the Great Depression* (Z/80) **Unit 10:** *Electricity and Magnetism* (Z/80), *The Human Footprint* (Y/70), *The Nature of Energy* (Z/80), *Thermal Energy* (Z/80) **READER'S THEATER HANDBOOK: Unit 1:** 08–09, 10, 11, 12, 13, 14–15, 16, 17, 18, 19 **Unit 2:** 20–21, 22, 23, 24, 25, 26–27, 28, 29, 30, 31 **Unit 3:** 38–39 **Unit 4:** 47, 48 **Unit 5:** 56–57, 58, 59, 60, 61, 77 **Unit 7:** 84, 90 **Unit 8:** 96, 98–99, 100, 101, 102, 103, 104 **Unit 9:** 104–105, 106, 107, 108, 109 **Unit 10:** 116–117, 118, 119, 120, 121, 122–123, 124, 125, 126, 127
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	**TEACHER RESOURCE SYSTEM: Unit 2:** 108–109, 136–137, 148–149 **Unit 4:** 126–127, 136–137, 144–145, 148–149, 168–169, 176–177, 180–181, 192–193 **Unit 6:** 110–111, 144–145, 168–169, 176–177, 186–187 **LEVELED TEXT TEACHER'S GUIDES: Unit 4:** *Dream Pilot, Erased* (W/60) **Unit 6:** *Atlantis, El Dorado* (W/60) **READER'S THEATER HANDBOOK: Unit 1:** 15 **Unit 3:** 36, 42, 54, 60, 61, 62–63, 66 **Unit 5:** 68–69, 72, 75, 78 **Unit 7:** 86–87, 88 **Unit 8:** 92–93, 97 **NOVEL GUIDE (digital only)**
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.	**TEACHER RESOURCE SYSTEM: Unit 2:** 110–111, 136–137, 154–155, 186–187 **Unit 4:** 120–121, 168–169, 186–187 **Unit 6:** 126–127 **LEVELED TEXT TEACHER'S GUIDES: Unit 2:** *Varuna Takes a Job with the Census; An Attack on the Mayflower in the Year 2647* (W/60), *Rodrigo and the Dogs* (U/50) **Unit 4:** *Dream Pilot, Erased* (W/60) **READER'S THEATER HANDBOOK: Unit 3:** 32–33, 34, 35, 37, 38–39, 40, 41, 43 **Unit 4:** 47, 48, 50–51, 52, 53, 55, 58, 64, 65, 67 Unit 6: 70, 71, 77 Unit 7: 82, 83, 86–87, 89, 91 **Unit 8:** 92–93, 95 **Unit 10:** 122–123, 124, 125, 126, 127
Integration of Knowledge and Ideas		**Benchmark Advance**
RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	**TEACHER RESOURCE SYSTEM: Unit 4:** 104-105 **Unit 8:** 110–111, 136–137, 154–155 **LEVELED TEXT TEACHER'S GUIDES: Unit 2:** *Varuna Takes a Job with the Census; An Attack on the Mayflower in the Year 2647* (W/60) **Unit 6:** *Cocijo's Gift to the People: A Zapotec Myth; Manco Capac and the Golden Rod: An Inca Myth; Quetzalcoatl Creates People: An Aztec Myth* (W/60), *In the Footsteps of Yeti, Stalked by Bigfoot* (S/44) **READER'S THEATER HANDBOOK: Unit 3:** 37, 43, 55, 58, 67 **Unit 6:** 73, 79 **Unit 7:** 85 **Unit 8:** 97 **Unit 10:** 122–123, 124, 125, 126, 127

Benchmark Advance **Correlation to the California Common Core ELA Standards for Grade 6**

RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	**TEACHER RESOURCE SYSTEM: Unit 2:** 128–129, 160–161, 192–193 **Unit 4:** 128–129, 160–161, 192–193 **Unit 6:** 128–129, 160–161, 192–193 **LEVELED TEXT TEACHER'S GUIDES: Unit 4:** *Dream Pilot, Erased* (W/60) **Unit 6:** *Atlantis, El Dorado* (W/60), *In the Footsteps of Yeti, Stalked by Bigfoot* (S/44), *Ra Creates the World...* (W/60) **READER'S THEATER HANDBOOK: Unit 3:** 37, 43, 49, 55, 67 **Unit 6:** 73, 79
Range of Reading and Level of Text Complexity		**Benchmark Advance**
RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**TEACHER RESOURCE SYSTEM: Unit 2:** 138–139, 142–143, 170–171, 174–175 **Unit 4:** 104–105, 114–115, 138–139, 142–143, 170–171, 174–175 **Unit 6:** 104–105, 114–115, 138–139, 142–143, 170–171, 174–175 **Unit 8:** 104–105, 138–139, 142–143, 144–145 **Unit 9:** 40–41, 44–45, 72–73
Reading Standards for Informational Text		
Key Ideas and Details		**Benchmark Advance**
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**TEACHER RESOURCE SYSTEM: Unit 1:** 12–13, 30–31, 46–47, 50–51, 62–63, 78–79, 82–83, 88–89, 94–95 **Unit 3:** 30–31, 50–51, 54–55 **Unit 4:** 168–169 **Unit 5:** 28–29 **Unit 7:** 28–29, 38–39, 56–57, 62–63 **Unit 8:** 192–193 **Unit 9:** 10–11, 30–31, 50–51, 70–71, 78–79, 82–83, 88–89 **Unit 10:** 114–115, 154–155, 174–175 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *Government in Ancient Times* (V/60), *Opinions About Presidential Speeches* (V/60) **Unit 2:** *Opinions About Difficult Times in Literature* (U/50) **Unit 3:** *Living Things and Their Environments* (V/60), *Adaptations and Biodiversity* (Z/80), *Earth's Oceans* (Y/70), *Nature of Life* (Y/70) **Unit 4:** *America's First Game* (V/60), *Arguments About Poetry* (Y/70), *Analytical Arguments About Influential Speeches* (Y/70), *When I Was Your Age* (V/60) **Unit 5:** *Behind the Microscope* (W/60), *Careers on the Cutting Edge* (X/60), *It's Revolutionary! Technologies That Change the World* (U/50), *Opinions About Science Fiction Technology* (V/60), *The Science of Flight* (V/60) **Unit 7:** *Ancient Cultures of Mesoamerica* (Y/70), *Mahatma Gandhi; Nelson Mandela* (X/60), *Childhood in Different Times and Places* (X/60), *Mysteries Set in Stone* (X/60), *The Da Vinci Notebooks* (W/60) **Unit 8:** *The Structure of Earth* (X/60), *Earth's Lithosphere* (Y/70), *Earthquakes, Tsunamis, and Volcanoes* (Z/80), *Weathering and Erosion* (Y/70) **Unit 9:** *Economic Systems* (V/60), *The Roaring Twenties and the Great Depression* (Z/80), *Rising Above: Profiles in Greatness* (V/60) **Unit 10:** *The Nature of Energy* (Z/80), *Thermal Energy* (Z/80)

RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	**TEACHER RESOURCE SYSTEM: Unit 1:** 6–7, 16–17, 40–41, 44–45, 50–51, 72–73, 76–77 **Unit 3:** 6–7, 40–41, 42–43, 44–45, 72–73, 76–77, 82–83 **Unit 5:** 6–7, 16–17, 40–41, 44–45, 72–73, 76–77 **Unit 6:** 106–107, 140–141, 172–173 **Unit 7:** 6–7, 16–17, 40–41, 44–45, 72–73, 76–77 **Unit 8:** 114–115, 170–171, 174–175 **Unit 9:** 6–7, 16–17, 76–77 **Unit 10:** 104–105, 138–139, 142–143, 170–171 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *Three Twentieth Century Dictators* (X/60), *Government in Ancient Times* (V/60), *Government in Medieval Times* (W/60), *Government Systems* (X/60), *Great Native American Leaders* (V/60), *Opinions About Presidential Speeches* (V/60) **Unit 2:** *Opinions About Difficult Times in Literature* (U/50) **Unit 3:** *Aquatic Biomes* (X/60), *Land Biomes* (W/60), *Living Things and Their Environments* (V/60), *Adaptations and Biodiversity* (Z/80), *Earth's Oceans* (Y/70), *Nature of Life* (Y/70) **Unit 4:** *America's First Game* (V/60), *Analytical Arguments About Influential Speeches* (Y/70), *When I Was Your Age* (V/60) **Unit 5:** *Behind the Microscope* (W/60), *Careers on the Cutting Edge* (X/60), *It's Revolutionary! Technologies That Change the World* (U/50), *Opinions About Science Fiction Technology* (V/60), *The Science of Flight* (V/60) **Unit 6:** *Newcomers to America* (U/50) **Unit 7:** *Ancient Cultures of Mesoamerica* (Y/70), *Julius Caesar, Cleopatra* (W/60), *Mahatma Gandhi; Nelson Mandela* (X/60), *Childhood in Different Times and Places* (X/60), *Mysteries Set in Stone* (X/60), *The Da Vinci Notebooks* (W/60) **Unit 8:** *The Structure of Earth* (X/60), *Earth's Freshwater Bodies* (Y/70), *Earth's Hydrosphere* (Y/70), *Earth's Lithosphere* (Y/70), *Earthquakes, Tsunamis, and Volcanoes* (Z/80), *Weathering and Erosion* (Y/70) **Unit 9:** *Economic Systems* (V/60), *Economies in Ancient Times* (W/60), *Economies in Medieval Times* (W/60), *The Industrial Revolution* (Y/70), *The Roaring Twenties and the Great Depression* (Z/80), *Rising Above: Profiles in Greatness* (V/60) **Unit 10:** *Energy Resources* (V/60), *Electricity and Magnetism* (Z/80), *The Human Footprint* (Y/70), *The Nature of Energy* (Z/80), *Thermal Energy* (Z/80), *Energy Sources for the 21st Century* (X/60) **DESIGNATED ELD TEACHER RESOURCE SYSTEM: Unit 2:** 38–39, 40–41 **Unit 4:** 106–107 **Unit 8:** 234–235, 236–237
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	**TEACHER RESOURCE SYSTEM: Unit 1:** 12–13, 56-57, 82–83 **Unit 3:** 12–13, 16–17, 56–57 **Unit 5:** 12–13, 38–39, 70–71 **Unit 9:** 28–29 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *Three Twentieth Century Dictators* (X/60), *Government in Medieval Times* (W/60), *Government Systems* (X/60), *Great Native American Leaders* (V/60) **Unit 3:** *Land Biomes* (W/60) **Unit 4:** *Analytical Arguments About Influential Speeches* (Y/70), *When I Was Your Age* (V/60) **Unit 5:** *Behind the Microscope* (W/60), *It's Revolutionary! Technologies That Change the World* (U/50) **Unit 7:** *Julius Caesar, Cleopatra* (W/60), *Childhood in Different Times and Places* (X/60), *Mysteries Set in Stone* (X/60) **Unit 9:** *Economic Systems* (V/60), *Rising Above: Profiles in Greatness* (V/60) **Unit 10:** *Electricity and Magnetism* (Z/80), *The Human Footprint* (Y/70)
Craft and Structure		**Benchmark Advance**
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. **(See grade 6 Language standards 4–6 for additional expectations.) CA**	**TEACHER RESOURCE SYSTEM: Unit 1:** 10–11, 22–23, 56–57, 70–71, 88–89 **Unit 3:** 28-29, 50–51, 54–55, 88–89 **Unit 5:** 10–11, 70–71, 88–89 **Unit 7:** 10–11, 38–39, 70–71, 82–83 **Unit 8:** 126–127, 168–169, 186–187 **Unit 9:** 12–13, 38–39, 56–57 **Unit 10:** 110–111, 136–137, 176–177 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *Government in Ancient Times* (V/60), *Government in Medieval Times* (W/60), *Government Systems* (X/60) **Unit 3:** *Aquatic Biomes* (X/60), *Land Biomes* (W/60), *Living Things and Their Environments* (V/60), *Adaptations and Biodiversity* (Z/80), *Nature of Life* (Y/70) **Unit 5:** *Behind the Microscope* (W/60) **Unit 8:** *The Structure of Earth* (X/60), *Earth's Hydrosphere* (Y/70) **Unit 9:** *Economic Systems* (V/60), *Economies in Ancient Times* (W/60), *The Industrial Revolution* (Y/70) **Unit 10:** *Energy Resources* (V/60)
RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	
RI.6.5a	**Analyze the use of text features (e.g., graphics, headers, captions) in popular media. CA**	**TEACHER RESOURCE SYSTEM: Unit 1:** 70–71, 78–79 **Unit 7:** 46–47 **Unit 8:** 176–177 **Unit 10:** 108–109 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *Government in Ancient Times* (V/60) **Unit 3:** *Aquatic Biomes* (X/60), *Living Things and Their Environments* (V/60), *Adaptations and Biodiversity* (Z/80), *Earth's Oceans* (Y/70), *Nature of Life* (Y/70) **Unit 5:** *The Science of Flight* (V/60) **Unit 6:** *Newcomers to America* (U/50) **Unit 7:** *Ancient Cultures of Mesoamerica* (Y/70), *Julius Caesar, Cleopatra* (W/60), *Mahatma Gandhi; Nelson Mandela* (X/60) **Unit 8:** *The Structure of Earth* (X/60), *Earth's Freshwater Bodies* (Y/70), *Earth's Hydrosphere* (Y/70), *Earth's Lithosphere* (Y/70), *Earthquakes, Tsunamis, and Volcanoes* (Z/80), *Weathering and Erosion* (Y/70) **Unit 9:** *Economies in Ancient Times* (W/60), *Economies in Medieval Times* (W/60), *The Industrial Revolution* (Y/70), *The Roaring Twenties and the Great Depression* (Z/80) **Unit 10:** *Energy Resources* (V/60), *Energy Sources for the 21st Century* (X/60)

RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	**TEACHER RESOURCE SYSTEM: Unit 1:** 28–29, 50–51 **Unit 3:** 10–11, 94–95 **Unit 5:** 22–23, 50–51, 82–83 **Unit 7:** 50–51 **Unit 8:** 120–121, 168–169, 180–181, 186–187 **Unit 9:** 22–23, 38–39, 50–51, 70–71, 88–89 **Unit 10:** 120–121, 128–129, 136–137, 148–149, 154–155, 186–187 **LEVELED TEXT TEACHER'S GUIDES: Unit 2:** *Opinions About Difficult Times in Literature* (U/50) **Unit 7:** *Julius Caesar, Cleopatra* (W/60), *Childhood in Different Times and Places* (X/60) **Unit 8:** *Earth's Freshwater Bodies* (Y/70), *Earth's Hydrosphere* (Y/70) **Unit 10:** *Electricity and Magnetism* (Z/80), *The Human Footprint* (Y/70), *Energy Sources for the 21st Century* (X/60)
Integration of Knowledge and Ideas		**Benchmark Advance**
RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	**TEACHER RESOURCE SYSTEM: Unit 1:** 30–31, 62–63, 94–95 **Unit 3:** 30–31 **Unit 5:** 46–47, 62–63, 78–79, 94–95 **Unit 7:** 62–63, 94–95 **Unit 8:** 128–129, 192–193 **Unit 9:** 46–47, 62–63 **Unit 10:** 144–145, 160–161 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *Three Twentieth Century Dictators* (X/60) **Unit 6:** *Newcomers to America* (U/50) **Unit 7:** *Julius Caesar, Cleopatra* (W/60) **Unit 9:** *Rising Above: Profiles in Greatness* (V/60) **Unit 10:** *Energy Sources for the 21st Century* (X/60)
RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	**TEACHER RESOURCE SYSTEM: Unit 5:** 38–39, 56–57 **Unit 7:** 12–13, 70–71, 88–89 **Unit 10:** 126–127, 180–181, 192–193; 194-195 **LEVELED TEXT TEACHER'S GUIDES: Unit 1:** *Three Twentieth Century Dictators* (X/60), *Government in Medieval Times* (W/60), *Government Systems* (X/60), *Great Native American Leaders* (V/60), *Opinions About Presidential Speeches* (V/60) **Unit 2:** *Opinions About Difficult Times in Literature* (U/50) **Unit 3:** *Aquatic Biomes* (X/60), *Land Biomes* (W/60) **Unit 4:** *Arguments About Poetry* (Y/70) **Unit 5:** *Opinions About Science Fiction Technology* (V/60) **Unit 6:** *Newcomers to America* (U/50) **Unit 7:** *Julius Caesar, Cleopatra* (W/60), *Mahatma Gandhi; Nelson Mandela* (X/60), *Mysteries Set in Stone* (X/60) **Unit 9:** *Economies in Ancient Times* (W/60), *Economies in Medieval Times* (W/60), *The Industrial Revolution* (Y/70) **Unit 10:** *Energy Resources* (V/60), *The Nature of Energy* (Z/80), *Thermal Energy* (Z/80), *Energy Sources for the 21st Century* (X/60) **READER'S THEATER HANDBOOK: Unit 3:** 40
RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	**TEACHER RESOURCE SYSTEM: Unit 3:** 62–63, 66-67, 94–95 **Unit 5:** 30–31 **Unit 7:** 30–31 **Unit 9:** 30–31, 94–95 **Unit 10:** 128–129 **LEVELED TEXT TEACHER'S GUIDES: Unit 4:** *When I Was Your Age* (V/60) **Unit 6:** *Newcomers to America* (U/50)
Range of Reading and Level of Text Complexity		**Benchmark Advance**
RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**TEACHER RESOURCE SYSTEM: Unit 1:** 6–7, 16–17, 40–41, 44–45, 50–51, 72–73, 76–77, 78–79 **Unit 2:** 104–105, 114–115 **Unit 3:** 6–7, 40–41, 44–45, 72–73, 76–77 **Unit 5:** 6–7, 16–17, 40–41, 44–45, 72–73, 76–77 **Unit 7:** 6–7, 16–17, 40–41, 44–45, 72–73, 76–77 **Unit 8:** 114–115, 170–171, 174–175 **Unit 9:** 6–7, 16–17, 76–77 **Unit 10:** 104–105, 114–115, 138–139, 142–143, 170–171, 174–175
Writing Standards		
Types and Purposes		**Benchmark Advance**
W.6.1	Write arguments to support claims with clear reasons and relevant evidence.	
W.6.1a	Introduce claim(s) and organize the reasons and evidence clearly.	**TEACHER RESOURCE SYSTEM: Unit 1:** 92–93 **Unit 2:** 184–185, 190–191 **Unit 4:** 190-191, 194–195 **Unit 10:** 172–173, 190–191
W.6.1b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	**TEACHER RESOURCE SYSTEM: Unit 1:** 92–93 **Unit 4:** 190–191, 194–195 **Unit 5:** 74-75, 86–87 **Unit 10:** 130-131, 178–179

W.6.1c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	**TEACHER RESOURCE SYSTEM: Unit 1:** 92–93 **Unit 4:** 118–119, 190–191, 194–195 **Unit 5:** 86-87 **Unit 10:** 184–185
W.6.1d	Establish and maintain a formal style.	**TEACHER RESOURCE SYSTEM: Unit 1:** 92–93, 96 **Unit 4:** 194–195 **Unit 7:** 96–97
W.6.1e	Provide a concluding statement or section that follows from the argument presented.	**TEACHER RESOURCE SYSTEM: Unit 1:** 92–93 **Unit 4:** 194–195 **Unit 5:** 92–93 **Unit 10:** 194–195, 196-197
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
W.6.2a	Introduce a topic **or thesis statement**; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. **CA**	**TEACHER RESOURCE SYSTEM: Unit 1:** 60–61 **Unit 2:** 158–159 **Unit 4:** 106-107, 112–113, 124–125, 130–131 **Unit 9:** 64–65, 74–75, 80–81, 86–87
W.6.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	**TEACHER RESOURCE SYSTEM: Unit 1:** 60–61 **Unit 2:** 146–147, 158–159 **Unit 4:** 130–131 **Unit 5:** 20–21, 26–27, 54–55, 74-75 **Unit 7:** 20–21, 26–27, 48-49, 54–55, 60–61, 86–87, 92–93 **Unit 9:** 80–81, 86–87
W.6.2c	Use appropriate transitions to clarify the relationships among ideas and concepts.	**TEACHER RESOURCE SYSTEM: Unit 1:** 60–61 **Unit 2:** 158–159 **Unit 4:** 118-119, 130–131 **Unit 5:** 96–97 **Unit 7:** 32–33, 64–65, 96–97 **Unit 9:** 86–87
W.6.2d	Use precise language and domain–specific vocabulary to inform about or explain the topic.	**TEACHER RESOURCE SYSTEM: Unit 1:** 60–61 **Unit 2:** 158–159 **Unit 4:** 130–131 **Unit 5:** 54-55, 64–65 **Unit 8:** 127 **Unit 9:** 13, 86–87
W.6.2e	Establish and maintain a formal style.	**TEACHER RESOURCE SYSTEM: Unit 1:** 60–61, 64–65 **Unit 2:** 158–159 **Unit 4:** 130–131 **Unit 7:** 20-21, 64-65, 96-97
W.6.2f	Provide a concluding statement or section that follows from the information or explanation presented.	**TEACHER RESOURCE SYSTEM: Unit 2:** 158–159 **Unit 5:** 60–61 **Unit 9:** 92–93
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well–structured event sequences.	
W.6.3a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	**TEACHER RESOURCE SYSTEM: Unit 1:** 26–27 **Unit 2:** 124–125 **Unit 4:** 140-141 **Unit 8:** 146-147, 152-153, 158–159
W.6.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	**TEACHER RESOURCE SYSTEM: Unit 1:** 26–27 **Unit 4:** 158–159 **Unit 5:** 20-21, 172-173 **Unit 8:** 172–173, 178–179
W.6.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	**TEACHER RESOURCE SYSTEM: Unit 1:** 26–27 **Unit 5:** 32–33 **Unit 8:** 184–185

W.6.3d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	**TEACHER RESOURCE SYSTEM: Unit 1:** 26–27, 32–33 **Unit 2:** 130 **Unit 4:** 152–153, 162–163 **Unit 5:** 8-9 **Unit 8:** 162–163, 172–173
W.6.3e	Provide a conclusion that follows from the narrated experiences or events.	**TEACHER RESOURCE SYSTEM: Unit 1:** 26–27 **Unit 5:** 26-27 **Unit 8:** 178–179
Production and Distribution of Writing		**Benchmark Advance**
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade–specific expectations for writing types are defined in standards 1–3 above.)	**TEACHER RESOURCE SYSTEM: Unit 1:** 26–27, 32–33, 60–61, 64–65, 86–87, 92–93, 96–97 **Unit 2:** 124–125, 130–131, 158–159, 162–163, 190–191, 194–195 **Unit 4:** 112–113, 124–125, 130–131, 158–159, 162–163, 178–179, 190–191, 194–195 **Unit 5:** 26–27, 32–33, 60–61, 86–87, 92–93, 96–97 **Unit 7:** 26–27, 32–33, 60–61, 64–65, 92–93, 96–97 **Unit 8:** 146–147, 152–153, 158–159, 162–163, 172–173, 178–179, 184–185, 190–191, 194–195 **Unit 9:** 74–75, 80–81, 86–87, 92–93, 96–97 **Unit 10:** 172–173, 178–179, 184–185, 190–191, 194–195
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)	**TEACHER RESOURCE SYSTEM: Unit 1:** 8–9, 14–15, 20–21, 26–27, 32–33, 42–43, 48–49, 54–55, 60–61, 64–65, 74–75, 80–81, 86–87, 92–93, 96–97 **Unit 2:** 106–107, 112–113, 118–119, 124–125, 130–131, 140–141, 146–147, 152–153, 158–159, 162–163, 172–173, 178–179, 184–185, 190–191, 194–195 **Unit 3:** 64–65 **Unit 4:** 106–107, 112–113, 118–119, 124–125, 130–131, 140–141, 146–147, 152–153, 158–159, 162–163, 172–173, 178–179, 184–185, 190–191, 194–195 **Unit 5:** 8–9, 14–15, 20–21, 26–27, 32–33, 42–43, 48–49, 54–55, 60–61, 64–65, 74–75, 80–81, 86–87, 92–93, 96–97 **Unit 6:** 124–125, 130–131 **Unit 7:** 8–9, 14–15, 20–21, 26–27, 32–33, 42–43, 48–49, 54–55, 60–61, 64–65, 74–75, 80–81, 86–87, 92–93, 96–97 **Unit 8:** 112–113, 118–119, 122–123, 130–131, 140–141, 146–147, 152–153, 158–159, 162–163, 172–173, 178–179, 184–185, 190–191, 194–195 **Unit 9:** 8–9, 14–15, 20–21, 26–27, 32–33, 42–43, 48–49, 54–55, 60–61, 64–65, 74–75, 80–81, 86–87, 92–93, 96–97 **Unit 10:** 106–107, 112–113, 118–119, 122–123, 128–129, 140–141, 146–147, 152–153, 158–159, 162–163, 172–173, 178–179, 184–185, 190–191, 194–195
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	**TEACHER RESOURCE SYSTEM: Unit 3:** 20–21, 26–27, 32–33, 60–61, 86–87, 92–93, 96–97 **Unit 6:** 112–113, 146–147, 152–153, 158–159, 178–179, 190–191 **Unit 8:** 190–191, 194–195 **Unit 9:** 96–97
Research to Build and Present Knowledge		**Benchmark Advance**
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	**TEACHER RESOURCE SYSTEM: Unit 3:** 8–9, 14–15, 20–21, 26–27, 32–33, 42–43, 48–49, 60–61, 64–65, 74–75, 80–81, 86–87, 92–93, 96–97 **Unit 6:** 106–107, 112–113, 118–119, 124–125, 130–131, 140–141, 146–147, 152–153, 158–159, 162–163, 172–173, 178–179, 184–185, 190–191, 194–195 **Unit 8:** 106–107, 112–113, 118–119, 122–123, 130–131, 140–141, 146–147, 152–153 **Unit 9:** 8–9, 14–15, 20–21, 26–27, 32–33, 42–43, 48–49, 54–55, 60–61, 64–65 **Unit 10:** 106–107, 112–113, 118–119, 122–123, 128–129, 140–141, 146–147, 152–153, 158–159
W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	**TEACHER RESOURCE SYSTEM: Unit 1:** 14–15, 20–21, 48–49, 54–55, 80–81, 86–87 **Unit 2:** 112–113, 118–119, 146–147, 152–153, 178–179, 184–185 **Unit 3:** 8–9, 14–15, 20–21, 26–27, 32–33, 42–43, 48–49, 60–61, 64–65, 80–81, 86–87, 92–93, 96–97 **Unit 5:** 48–49 **Unit 6:** 106–107, 112–113, 118–119, 124–125, 130–131, 140–141, 146–147, 152–153, 158–159, 162–163, 172–173, 178–179, 184–185, 190–191, 194–195 **Unit 7:** 14–15, 48–49, 80–81 **Unit 8:** 112–113, 118–119, 122–123, 130–131, 140–141 **Unit 9:** 14–15, 20–21, 26–27, 32–33, 42–43, 48–49, 54–55, 60–61 **Unit 10:** 112–113, 118–119, 122–123, 140–141, 146–147, 152–153, 158–159
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
W.6.9a	Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").	**TEACHER RESOURCE SYSTEM: Unit 1:** 80–81 **Unit 2:** 106–107, 112–113, 118–119, 124–125, 140–141, 152–153, 158–159, 172–173, 178–179 **Unit 4:** 106–107, 112–113, 118–119, 140–141, 146–147, 152–153, 172–173, 178–179, 184–185 **Unit 6:** 161 **Unit 8:** 172–173, 178–179

W.6.9b	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	**TEACHER RESOURCE SYSTEM: Unit 1:** 8–9, 14–15, 20–21, 42–43, 48–49, 54–55, 60–61, 74–75, 80-81, 86–87, 92–93 **Unit 2:** 146–147, 184–185, 190–191 **Unit 3:** 83 **Unit 5:** 8–9, 14–15, 20–21, 42–43, 48–49, 54–55, 60–61, 74–75, 80–81 **Unit 7:** 8–9, 14–15, 20–21, 26–27, 42–43, 48–49, 54–55, 60–61, 74–75, 80–81, 86–87, 92–93, 96–97 **Unit 9:** 89
Range of Writing		**Benchmark Advance**
W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline–specific tasks, purposes, and audiences.	**TEACHER RESOURCE SYSTEM: Unit 1:** 26–27, 32–33, 60–61, 64–65, 92–93, 94–95, 96–97 **Unit 2:** 104–105, 124–125, 130–131, 158–159, 162–163, 190–191, 194–195 **Unit 4:** 124–125, 130–131, 158–159, 162–163, 190–191, 194–195 **Unit 5:** 26–27, 32–33, 60–61, 64–65, 86–87, 92–93, 96–97 **Unit 6:** 143 **Unit 7:** 26–27, 32–33, 60–61, 64–65, 92–93, 96–97 **Unit 8:** 158–159, 162–163, 172–173, 178–179, 184–185, 190–191, 194–195 **Unit 9:** 29, 74–75, 80–81, 86–87, 92–93, 96–97 **Unit 10:** 172–173, 178–179, 184–185, 190–191, 194–195
Speaking and Listening Standards		
Comprehension and Collaboration		**Benchmark Advance**
SL.6.1	Engage effectively in a range of collaborative discussions (one–on–one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	
SL.6.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	**TEACHER RESOURCE SYSTEM: Unit 1:** 9, 14–15, 20–21, 48–49, 54–55, 78–79, 80–81, 86–87 **Unit 2:** 152–153 **Unit 3:** 46–47 **Unit 4:** 106–107, 112–113, 118–119, 144–145, 146–147, 160–161, 184–185 **Unit 5:** 6–7, 14–15, 20–21, 26–27, 31, 60–61, 86–87, 94–95 **Unit 6:** 119, 130–131, 144–145, 162–163, 176–177 **Unit 7:** 14–15, 20–21, 24–25, 54–55, 60–61, 80–81, 86–87 **Unit 8:** 122–123 **Unit 9:** 78–79 **Unit 10:** 130–131, 140–141 **READER'S THEATER HANDBOOK: Unit 4:** 46, 53, 54, 65, 66 **Unit 6:** 71, 72, 77, 78 **Unit 7:** 83, 84, 85, 89, 90, 91 **Unit 8:** 95, 96, 97
SL.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	**TEACHER RESOURCE SYSTEM: Unit 1:** 38–39, 42–43 **Unit 2:** 128–129, 160–161, 186–187, 192–193 **Unit 3:** 4, 30–31, 62–63, 88, 94–95 **Unit 4:** 136–137, 168–169 **Unit 5:** 4–5, 62–63, 94–95 **Unit 6:** 126–127, 128–129, 160–161, 192–193 **Unit 7:** 30–31, 94–95 **Unit 8:** 128–129, 160–161, 192–193 **Unit 9:** 30–31, 62–63, 94–95 **Unit 10:** 102–103, 128–129, 160–161, 192–193 **READER'S THEATER HANDBOOK: Unit 4:** 46 **Unit 5:** 85 **Unit 7:** 91 **Unit 8:** 97
SL.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	**TEACHER RESOURCE SYSTEM: Unit 1:** 20–21, 39, 42–43 **Unit 3:** 43 **Unit 4:** 168–169, 192–193 **Unit 5:** 12–13, 50–51, 82–83 **Unit 6:** 107 **Unit 7:** 16–17, 70–71, 72–73 **Unit 8:** 102–103, 168–169 **Unit 10:** 102–103, 158–159 **READER'S THEATER HANDBOOK: Unit 4:** 46 **Unit 5:** 62–63 **Unit 6:** 68–69, 75 **Unit 7:** 80–81, 85, 86–87, 91 **Unit 8:** 92–93, 97
SL.6.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	**TEACHER RESOURCE SYSTEM: Unit 1:** 4–5, 20–21, 38–39, 48–49, 70–71 **Unit 2:** 136–137, 144–145, 146–147 **Unit 3:** 32–33, 38–39, 64–65, 70–71, 96–97 **Unit 4:** 136–137, 140–141, 146–147, 168–169, 184–185, 190–191, 192–193 **Unit 5:** 4–5, 38–39, 70–71 **Unit 6:** 104–105, 118–119, 124–125, 130–131, 136–137, 138–139, 152–153, 158–159 **Unit 8:** 136–137, 140–141, 146–147 **Unit 9:** 16–17, 30–31, 32–33, 54–55, 60–61, 86–87 **Unit 10:** 136–137, 148–149, 162–163, 168–169, 178–179 **READER'S THEATER HANDBOOK: Unit 4:** 46
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	**TEACHER RESOURCE SYSTEM: Unit 8:** 110–111, 154–155 **Unit 9:** 46–47 **READER'S THEATER HANDBOOK: Unit 3:** 37, 42, 55 **Unit 5:** 67 **Unit 6:** 73, 79

SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	**READER'S THEATER HANDBOOK: Unit 3:** 37, 42, 55 **Unit 5:** 67 **Unit 6:** 73, 79 **Unit 7:** 85 **Unit 8:** 97
Presentation of Knowledge and Ideas		**Benchmark Advance**
SL.6.4	Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CA	
SL.6.4a	Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion. **CA**	**TEACHER RESOURCE SYSTEM: Unit 5:** 88–89 **READER'S THEATER HANDBOOK: Unit 4:** 53, 54, 65, 66 **Unit 6:** 71, 72, 77, 78 **Unit 7:** 83, 84, 89, 90 **Unit 8:** 95, 96
SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	**READER'S THEATER HANDBOOK: Unit 3:** 36, 42
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	**TEACHER RESOURCE SYSTEM: Unit 5:** 95 **Unit 6:** 129, 136 **Unit 7:** 95 **Unit 10:** 168 **READER'S THEATER HANDBOOK: Unit 5:** 64, 70 **Unit 6:** 76 **Unit 7:** 82, 88 **Unit 8:** 94
Language Standards		
Conventions of Standard English		**Benchmark Advance**
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.6.1a	Ensure that pronouns are in the proper case (subjective, objective, possessive).	**TEACHER RESOURCE SYSTEM: Unit 5:** 60–61, 64–65, 92–93, 97 **Unit 9:** 86–87 **WRITING AND LANGUAGE HANDBOOK:** 174-175 (Use Pronouns)
L.6.1b	Use all pronouns, including intensive pronouns (e.g., myself, ourselves) correctly. CA	**TEACHER RESOURCE SYSTEM: Unit 5:** 27, 33, 60–61, 64–65, 92–93 **Unit 8:** 184–185, 190–191, 194–195 **WRITING AND LANGUAGE HANDBOOK:** 174-175 (Use Pronouns)
L.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.*	**TEACHER RESOURCE SYSTEM: Unit 1:** 26–27, 33, 92–93, 96–97 **WRITING AND LANGUAGE HANDBOOK:** 176-177 (Use Appropriate Pronouns for Number and Person)
L.6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	**TEACHER RESOURCE SYSTEM: Unit 5:** 26–27, 96–97 **Unit 7:** 27, 32–33, 60–61, 64–65, 92–93, 96–97 **WRITING AND LANGUAGE HANDBOOK:** 178-179 (Use Appropriate Pronoun Antecedents)

L.6.1e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	**TEACHER RESOURCE SYSTEM: Unit 2:** 130–131 **Unit 5:** 96–97 **Unit 7:** 31, 32–33, 64–65, 96–97 **Unit 8:** 190–191, 194–195 **Unit 10:** 178–179, 184–185, 195 **WRITING AND LANGUAGE HANDBOOK:** 180-181 (Use Standard English)
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.6.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	**TEACHER RESOURCE SYSTEM: Unit 1:** 58–59 **Unit 4:** 118–119, 159, 162–163, 190–191 **Unit 9:** 86–87 **WRITING AND LANGUAGE HANDBOOK:** 182-183 (Use Commas, Dashes, Parentheses)
L.6.2b	Spell correctly.	**TEACHER RESOURCE SYSTEM: Unit 1:** 18–19, 24–25, 32–33, 52–53, 58–59, 64–65, 84–85, 90–91, 96–97 **Unit 2:** 116–117, 122–123, 130–131, 150–151, 156–157, 182–183, 188–189, 194–195 **Unit 3:** 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 **Unit 4:** 116–117, 122–123, 130–131, 150–151, 156–157, 162–163, 182–183, 188–189 **Unit 5:** 18–19, 24–25, 32–33, 52–53, 58–59, 84–85, 90–91, 96–97 **Unit 6:** 116–117, 122–123, 150–151, 156–157, 182–183, 188–189 **Unit 7:** 18–19, 24–25, 32–33, 52–53, 58–59, 64–65, 84–85, 90–91, 96–97 **Unit 8:** 116–117, 124–125, 150–151, 156–157, 182–183, 188–189 **Unit 9:** 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 **Unit 10:** 116–117, 124–125, 150–151, 156–157, 182–183, 188–189 **WRITING AND LANGUAGE HANDBOOK:** 184-185 (Use Spelling Reference Materials)
Knowledge of Language		**Benchmark Advance**
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.6.3a	Vary sentence patterns for meaning, reader/listener interest, and style.*	**TEACHER RESOURCE SYSTEM: Unit 2:** 162–163, 194–195 **READER'S THEATER HANDBOOK: Unit 1:** 08–09, 10, 11, 12, 13, 14–15, 16, 17, 18, 19 **Unit 2:** 20–21, 22, 23, 24, 25, 26–27, 28, 29, 30, 31 **Unit 3:** 34, 36, 40, 42 **Unit 4:** 44–45, 46, 47, 48, 49, 52, 53, 54 **Unit 5:** 59, 64, 65, 70 **Unit 6:** 71, 76, 77 **Unit 7:** 82, 88, 89 **Unit 8:** 94, 95, 98–99, 100, 101, 103, 104 **Unit 9:** 104–105, 106, 107, 108, 109 **Unit 10:** 116–117, 118, 119, 120, 121
L.6.3b	Maintain consistency in style and tone.*	**TEACHER RESOURCE SYSTEM: Unit 1:** 64–65, 96–97 **Unit 4:** 194–195 **READER'S THEATER HANDBOOK: Unit 1:** 08–09, 10, 11, 12, 13, 14–15, 16, 17, 18, 19 **Unit 2:** 20–21, 22, 23, 24, 25, 26–27, 28, 29, 30, 31 **Unit 3:** 34, 36, 40, 42 **Unit 4:** 44–45, 46, 47, 48, 49, 52, 53, 54 **Unit 5:** 59, 64, 65, 70 **Unit 6:** 71, 72, 76, 77, 78 **Unit 7:** 82, 84, 88, 89, 90 **Unit 8:** 94, 95, 96, 98–99, 100, 101, 103, 104 **Unit 9:** 104–105, 106, 107, 108, 109 **Unit 10:** 116–117, 118, 119, 120, 121
Vocabulary Acquisition and Use		**Benchmark Advance**
L.6.4	Determine or clarify the meaning of unknown and multiple–meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	
L.6.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	**TEACHER RESOURCE SYSTEM: Unit 1:** 10–11, 18–19, 22–23, 24–25, 52–53, 56–57, 84–85, 88–89, 90–91 **Unit 2:** 116–117, 120–121, 122–123, 150–151, 156–157, 180–181, 182–183, 188–189 **Unit 3:** 18–19, 24–25, 28–29, 50–51, 52–53, 54–55, 58–59, 84–85, 88–89, 90–91 **Unit 4:** 116–117, 122–123, 150–151, 156–157, 182–183, 188–189 **Unit 5:** 10–11, 18–19 **Unit 6:** 150–151, 156–157, 182–183, 188–189 **Unit 7:** 10–11, 18–19, 24–25, 82–83, 84–85, 90–91 **Unit 8:** 116–117, 124–125, 150–151, 156–157, 182–183, 188–189 **Unit 9:** 18–19, 24–25, 52–53, 58–59 **Unit 10:** 116–117, 124–125 **READER'S THEATER HANDBOOK: Unit 2:** 26–27, 28, 29, 30, 31 **Unit 4:** 44–45, 47 **Unit 5:** 56–57, 58 **Unit 5:** 59, 60, 61 **Unit 8:** 98–99, 100, 101, 102, 103 **Unit 9:** 104–105, 106, 107, 108, 109, 110–111, 112, 113, 114, 115 **Unit 10:** 116–117, 118, 119, 120, 121, 122–123, 124, 125, 126, 127
L.6.4b	Use common, grade–appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience* , *auditory* , *audible*).	**TEACHER RESOURCE SYSTEM: Unit 5:** 24–25, 52–53, 58–59, 84–85, 90–91 **Unit 7:** 52–53, 58–59 **Unit 9:** 84–85, 90–91 **Unit 10:** 150–151, 156–157, 182–183, 188–189 **READER'S THEATER HANDBOOK: Unit 2:** 28, 29, 30, 31

L.6.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	**TEACHER RESOURCE SYSTEM: Unit 1:** 10–11 **Unit 5:** 10–11 **Unit 8:** 126-127 **Unit 9:** 12-13 **Unit 10:** 110–111, 176–177 **READER'S THEATER HANDBOOK: Unit 2:** 28, 29, 30, 31
L.6.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	**TEACHER RESOURCE SYSTEM: Unit 1:** 10-11, 88–89 **Unit 3:**123 **Unit 3:** 78–79 **Unit 5:** 10–11 **READER'S THEATER HANDBOOK: Unit 2:** 28, 29, 30, 31
L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.6.5a	Interpret figures of speech (e.g., personification) in context.	**TEACHER RESOURCE SYSTEM: Unit 1:** 22–23, 56–57 **Unit 2:** 144–145 **Unit 3:** 28–29, 50–51, 54–55, 88–89 **Unit 4:** 108–109, 136–137, 148–149 **Unit 6:** 108–109, 148–149, 180–181 **Unit 8:** 108–109, 136–137, 148–149 **READER'S THEATER HANDBOOK: Unit 1:** 17, 18, 19 **Unit 2:** 20–21, 22, 23, 24, 25 **Unit 3:** 41 **Unit 5:** 59, 60, 61
L.6.5b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	**TEACHER RESOURCE SYSTEM: Unit 5:** 86–87 **Unit 6:** 150–151, 156–157, 182–183, 188–189 **Unit 7:** 78–79 **READER'S THEATER HANDBOOK: Unit 2:** 20–21, 22, 23, 24, 25 **Unit 3:** 35, 41 **Unit 5:** 59, 60, 61
L.6.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	**TEACHER RESOURCE SYSTEM: Unit 2:** 120–121, 180–181 **Unit 3:** 78–79 **Unit 10:** 110–111, 176–177 **READER'S THEATER HANDBOOK: Unit 2:** 20–21, 22, 23, 24, 25 **Unit 3:** 41 **Unit 5:** 58, 59, 60, 61, 122–123, 124, 125, 126, 127
L.6.6	Acquire and use accurately grade–appropriate general academic and domain–specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**TEACHER RESOURCE SYSTEM: Unit 1:** 4–5, 10–11, 38–39, 70–71, 88–89 **Unit 3:** 4–5, 38–39, 70–71 **Unit 5:** 4–5, 10–11, 38–39, 70–71, 88–89 **Unit 6:** 102–103, 136–137, 168–169 **Unit 7:** 4–5, 10–11, 38–39, 70–71, 82–83 **Unit 8:** 102–103, 120–121, 126–127, 136–137, 168–169 **Unit 9:** 4–5, 12–13, 38–39, 56–57, 70–71 **Unit 10:** 102–103, 136–137, 168–169 **READER'S THEATER HANDBOOK: Unit 1:** 08–09, 10, 11, 12, 13, 14–15, 16, 17, 18, 19 **Unit 3:** 32–33, 38–39 **Unit 4:** 48, 49, 50–51, 62–63 **Unit 6:** 68–69, 75, 80–81, 86–87 **Unit 8:** 92–93

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Grade K			
Grade	**Unit**	**Topic**	**Standard**
K	3	Plants and Animals Have Needs	**K-LS1-1.** Use observations to describe patterns of what plants and animals (including humans) need to survive. **K-ESS2-2.** Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. **K-ESS3-1.** Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
K	5	Technology at Home and School	**K-2-ETS1-1.** Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
K	8	Weather and Seasons	**K-ESS2-1.** Use and share observations of local weather conditions to describe patterns over time. **K-ESS3-2.** Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.
K	10	Forces & Motion	**K-PS2-1.** Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. **K-PS2-2.** Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

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Grade 1			
Grade	**Unit**	**Topic**	**Standard**
1	3	Plants and Animals Grow and Change	**1-LS3-1.** Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.
1	5	Technology at Work	**1-PS4-2.** Make observations to construct an evidence-based account that objects can be seen only when illuminated. **1-PS4-4.** Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.
1	8	Observing the Sky	**1-ESS1-1.** Use observations of the sun, moon, and stars to describe patterns that can be predicted.
1	10	Exploring Sound and Light	**1-PS4-1.** Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. **1-PS4-3.** Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light. **1-PS4-4.** Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance. **1-ESS1-2.** Make observations at different times of year to relate the amount of daylight to the time of year.

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Grade 2			
Grade	**Unit**	**Topic**	**Standard**
2	3	Plants and Animals in Their Habitats	**2-LS2-1.** Plan and conduct an investigation to determine if plants need sunlight and water to grow. **2-LS4-1.** Make observations of plants and animals to compare the diversity of life in different habitats.
2	5	Solving Problems Through Technology	**K-2-ETS1-1.** Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
2	8	Wind and Water Change Earth	**2-ESS1-1.** Use information from several sources to provide evidence that Earth events can occur quickly or slowly. **2-ESS2-1.** Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.
2	10	States of Matter	**2-PS1-1.** Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. **2-PS1-3.** Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object. **2-PS1-4.** Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.

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Grade 3			
Grade	**Unit**	**Topic**	**Standard**
3	3	Animal Adaptations	**3-LS3-1.** Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. **3-LS3-2.** Use evidence to support the explanation that traits can be influenced by the environment.
3	5	Advancements in Technology	**3-5-ETS1-1.** Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
3	8	Weather and Climate	**3-ESS2-1.** Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. **3-ESS2-2**. Obtain and combine information to describe climates in different regions of the world. **3-ESS3-1.** Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.
3	10	Forces and Interactions	**3-PS2-1.** Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. **3-PS2-2.** Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion **3-PS2-3.** Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other **3-PS2-4.** Define a simple design problem that can be solved by applying scientific ideas about magnets.

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Grade 4			
Grade	**Unit**	**Topic**	**Standard**
4	3	Observing Nature	**4-LS1-2.** Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.
4	5	Technology for a Green Future	**4-ESS3-1.** Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. **3-5-ETS1-1.** Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. **3-5-ETS1-2.** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
4	8	Earth Changes	**4-ESS2-2.** Analyze and interpret data from maps to describe patterns of Earth's features. **4-ESS3-2.** Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.
4	10	The Power of Electricity	**4-PS3-2.** Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.

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Grade 5			
Grade	**Unit**	**Topic**	**Standard**
5	3	Cultivating Natural Resources	**5-ESS3-1.** Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment. **5-PS3-1.** Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun. **5-LS1-1.** Support an argument that plants get the materials they need for growth chiefly from air and water. **5-LS2-1.** Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
5	5	Technology's Impact on Society	**3-5-ETS1-1.** Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. **3-5-ETS1-2.** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
5	8	Water: Fact and Fiction	**5-ESS2-1.** Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. **5-ESS3-1.** Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

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Grade 5			
Grade	**Unit**	**Topic**	**Standard**
5	10	Transforming Matter	**5-PS1-1.** Develop a model to describe that matter is made of particles too small to be seen. **5-PS1-2.** Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved. **5-PS1-3.** Make observations and measurements to identify materials based on their properties. **5-PS1-4.** Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

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Grade 6			
Grade	**Unit**	**Topic**	**Standard**
6	3	Relationships in Nature	**MS-ESS3-3.** Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
6	5	Technology in the 21st Century	**MS-ETS1-1.** Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. **MS-ESS3-2.** Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects. **MS-ESS3-3.** Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. **MS-ESS2-4.** Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity. **MS-LS2-1.** Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. **MS-LS2-3.** Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. **MS-LS2-4.** Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

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Grade 6			
Grade	**Unit**	**Topic**	**Standard**
6	8	Exploring Earth's Structures	**MS-ESS2-2.** Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.
6	10	Understanding Our Energy Resources	**MS-ESS2-5.** Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions. **MS-PS3-1.** Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.

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Grade K				
Grade	**Unit**	**Topic**	**2008 Standards**	**2014-16 Standards**
K	1	Rules at Home and School	**K.1** Students understand that being a good citizen involves acting in certain ways. **K.3** Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.	**Learning and Working Together**
K	5	Technology at Home and School	**K.6** Students understand that history relates to events, people, and places of other times.	**Work Now and Long Ago** **Reaching Out to Times Past**
K	7	Holidays and Celebrations	**K.2** Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty. **K.6** Students understand that history relates to events, people, and places of other times.	**National and State Symbols**
K	9	Meeting Our Needs and Wants	**K.3** Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts. **K.6** Students understand that history relates to events, people, and places of other times.	**Work Now and Long Ago** **Reaching Out to Times Past**

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Grade 1				
Grade	**Unit**	**Topic**	**2008 Standards**	**2014-16 Standards**
1	1	Being a Good Community Member	**1.1** Students describe the rights and individual responsibilities of citizenship.	**The Rights and Responsibilities of Citizenship** **Geography of the Community**
1	5	Technology at Work	**1.4** Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same. **1.6** Students understand basic economic concepts and the role of individual choice in a free-market economy.	**Life Today and Long Ago** **Economics: Goods and Services**
1	7	Past, Present, and Future	**1.3** Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time. **1.4** Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.	**Symbols, Icons, and Traditions of the United States**
1	9	We Use Goods and Services	**1.6** Students understand basic economic concepts and the role of individual choice in a free-market economy.	**Economics: Goods and Services**

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Grade 2				
Grade	**Unit**	**Topic**	**2008 Standards**	**2014-16 Standards**
2	1	Government at Work	**2.3** Students explain governmental institutions and practices in the United States and other countries. **2.5** Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).	**Government Institutions and Practices** **Biographies: People Who Made a Difference**
2	5	Solving Problems Through Technology	**2.5** Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).	**Biographies: People Who Made a Difference**
2	7	Investigating the Past	**2.1** Students differentiate between things that happened long ago and things that happened yesterday.	**Families Today and in the Past**
2	9	Buyers and Sellers	**2.4** Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.	**Economics: People Who Supply Our Goods and Services**

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Grade 3				
Grade	**Unit**	**Topic**	**2008 Standards**	**2014-16 Standards**
3	1	Government for the People	**3.4** Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government. **3.2** Students describe the American Indian nations in their local region long ago and in the recent past.	**American Indians of the Local Region** **American Citizens, Symbols, and Government**
3	7	Communities Then and Now	**3.1** Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.	**Development of the Local Community: Change Over Time**
3	9	Spending Time and Money	**3.5** Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.	**Economics of the Local Region: Choices, Costs, and Human Capital**

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Grade 4				
Grade	**Unit**	**Topic**	**2008 Standards**	**2014-16 Standards**
4	1	Government in Action	**4.1** Students demonstrate an understanding of the physical and human geographic features that define places and regions in California. **4.5** Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.	**Physical and Human Geographic Features that Define California** **Local, State, and Federal Governments**
4	5	Technology for a Green Future	**4.5** Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.	**Local, State, and Federal Governments**
4	7	Developing a Nation	**4.3** Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood. **4.4** Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.	**The Gold Rush and Statehood** **California as an Agricultural and Industrial Power**
4	9	Resources and Their Impact	**4.2** Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods. **4.4** Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.	**Missions, Ranchos, and the Mexican War for Independence** **California as an Agricultural and Industrial Power**

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Grade 5				
Grade	**Unit**	**Topic**	**2008 Standards**	**2014-16 Standards**
5	1	The U.S. Constitution: Then and Now	**5.7** Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.	**The Development and Significance of the U. S. Constitution**
5	5	Technology's Impact on Society	**5.4** Students understand the political, religious, social, and economic institutions that evolved in the colonial era.	**Settling the Colonies**
5	7	Conflicts That Shaped a Nation	**5.3** Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers. **5.6** Students understand the course and consequences of the American Revolution.	**Cooperation and Conflict in North America** **Settling the Colonies** **The Road to War** **The American Revolution**
5	9	The Economic Development of Cities	**5.8** Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.	**Life in the Young Republic**

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Grade 6				
Grade	**Unit**	**Topic**	**2008 Standards**	**2014-16 Standards**
6	1	Beyond Democracy	**6.4** Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.	**Ancient Greece**
6	5	Technology in the 21st Century	**6.2** Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.	**The Early Civilizations of Mesopotamia, Egypt, and Kush**
6	7	Achievements of Ancient Cultures	**6.2** Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush. **6.4** Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece. **6.6** Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China. **6.7** Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.	**The Early Civilizations of Mesopotamia, Egypt, and Kush** **Ancient Greece** **The Early Civilizations of China** **The Development of Rome**
6	9	Economic Expansion	**6.6** Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.	**The Early Civilizations of China**

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Benchmark Advance **Grade K**

Integrated English Language Development Correlation to the California English Language Development Standards

Part 1: Interacting in Meaningful Ways				
A. Collaborative	**Emerging**	**Expanding**	**Bridging**	**Benchmark Advance Integrated ELD**
ELD.PI.K.1	***Exchanging information and ideas*** Contribute to conversations and express ideas by asking and answering *yes-no* and *wh-* questions and responding using gestures, words, and simple phrases	***Exchanging information and ideas*** Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.	***Exchanging information and ideas*** Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.	**TEACHER'S RESOURCE SYSTEM: Unit 1:** 4, 5, 7, 11, 12, 13, 15, 16, 19, 20, 21, 23, 26, 32, 33, 42, 43, 45, 46, 50, 51, 57, 58, 61, 62, 65, 67, 68, 71, 72, 74, 80, 83, 87, 88, 95, 97, 100, 101, 106, 111 **Unit 2:** 119, 125, 126, 127, 133, 134, 137, 140, 147, 160, 163, 165, 171, 172, 176, 178, 181, 188, 191, 194, 201, 202, 203, 205, 214, 217, 218, 221 **Unit 3:** 4, 7, 9, 11, 13, 19, 20, 21, 25, 31, 33, 35, 42, 47, 49, 53, 57, 59, 65, 75, 77, 80, 81, 82, 85, 87, 88, 95, 96, 97, 100, 101, 105, 107 **Unit 4:** 118, 125, 126, 127, 133, 137, 140, 144, 149, 150, 153, 160, 163, 168, 171, 172, 173, 175, 181, 188, 197, 202, 203, 209, 211, 226 **Unit 5:** 4, 13, 21, 33, 39, 42, 45, 46, 51, 54, 57, 58, 59, 64, 73, 80, 83, 85, 96, 97, 98, 99, 100, 103, 111 **Unit 6:** 119, 121, 123, 127, 137, 141, 142, 147, 149, 156, 160, 165, 166, 172, 182, 186, 195, 198, 202, 204, 207, 211, 215, 221, 226 **Unit 7:** 4, 5, 8, 17, 20, 29, 35, 45, 47, 73, 80, 85, 90 **Unit 8:** 118, 127, 141, 156, 160, 187, 188, 194, 217, 227 **Unit 9:** 4, 14, 45, 46, 50, 51, 53, 62, 74, 80, 89, 92 **Unit 10:** 129, 131, 175, 194, 212, 217
ELD.PI.K.2	***Interacting via written English*** Collaborate with the teacher and peers on joint composing projects of short informational and literary texts that include minimal writing (labeling with a few words), using technology where appropriate for publishing, graphics, etc.	***Interacting via written English*** Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include some writing (e.g., short sentences), using technology where appropriate for publishing, graphics, etc.	***Interacting via written English*** Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include a greater amount of writing (e.g., a very short story), using technology where appropriate for publishing, graphics, etc.	**TEACHER'S RESOURCE SYSTEM**: Unit 1: 8, 36, 84, 92, 98, 105, 108 Unit 2: 133, 153, 182, 187, 218, 43, 55 Unit 3: 64, 67, 85, 87, 93, 100, 103, 111 Unit 4: 122, 133, 185, 187, 201, 210, 222 Unit 5: 53, 54, 71, 77, 81, 88, 91, 95, 97, 101 Unit 6: 130, 138, 144, 194, 222 Unit 7: 7, 71, 96 Unit 8: 119, 176, 198, 218 Unit 9: 5, 19, 24, 26, 42. 43, 58, 68, 96 Unit 10: 134, 136, 138, 206
ELD.PI.K.3	***Offering opinions*** Offer opinions and ideas in conversations using a small set of learned phrases (e.g., *I think X* .), as well as open responses.	***Offering opinions*** Offer opinions in conversations using an expanded set of learned phrases (e.g., *I think/don't think X. I agree with X.*), as well as open responses, in order to gain and/or hold the floor.	***Offering opinions*** Offer opinions in conversations using an expanded set of learned phrases (e.g., *I think/don't think X. I agree with X, but . . .*), as well as open responses, in order to gain and/or hold the floor or add information to an idea.	**TEACHER'S RESOURCE SYSTEM: Unit 1:** 20, 24, 30, 46, 50, 51, 57, 58, 62, 67, 68, 72, 74, 81, 83, 88, 89, 92, 103 **Unit 2:** 118, 119, 121, 130, 175, 182, 197, 212, 227, 47, 69 **Unit 3:** 71, 73, 80 **Unit 4:** 118, 121, 126, 159, 194, 195, 212, 226 **Unit 5:** 43, 50, 67, 69, 104 **Unit 6:** 119, 129, 168, 188, 212, 226 **Unit 8:** 127, 130, 168, 182, 225 **Unit 9:** 21, 22
ELD.PI.K.4	***Adapting language choices*** No standard for kindergarten.	***Adapting language choices*** No standard for kindergarten.	***Adapting language choices*** No standard for kindergarten.	

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Integrated English Language Development Correlation to the California English Language Development Standards

B. Interpretive	Emerging	Expanding	Bridging	Benchmark Advance
ELD.PI.KI.5	***Listening actively*** Demonstrate active listening to read-alouds and oral presentations by asking and answering *yes-no* and *wh-* questions with oral sentence frames and substantial prompting and support.	***Listening actively*** Demonstrate active listening to read-alouds and oral presentations by asking and answering questions with oral sentence frames and occasional prompting and support.	***Listening actively*** Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support	**TEACHER RESOURCE SYSTEM: Unit 1:** 4, 5, 7, 12, 13, 27, 29, 33, 35, 42, 45, 57, 61, 65, 67, 71, 77, 80, 91, 95, 96, 100, 101, 107, 111 **Unit 2:** 125, 127, 137, 141, 157, 164, 176, 179, 185, 187, 202, 203, 209, 221 **Unit 3:** 4, 5, 11, 12, 15, 19, 20, 21, 23, 25, 26, 27, 28, 29, 33, 37, 45, 51, 57, 58, 62, 65, 71, 77, 81, 82, 88, 95, 96, 100, 101, 103, 107, 109, 111, 113 **Unit 4:** 119, 125, 129, 134, 138, 140, 141, 143, 147, 157, 164, 165, 168, 179, 197, 198, 203, 209, 211, 214, 215, 217, 218, 221 **Unit 5:** 4, 5, 11, 12, 15, 20, 21, 22, 26, 27, 28, 33, 36, 39, 45, 57, 59, 63, 64, 65, 81, 83, 85, 88, 95, 96, 100, 101, 107, 111 **Unit 6:** 120, 126, 134, 138, 141, 157, 164, 165, 173, 174, 179, 185, 196, 198, 203, 210, 211, 212, 215, 216, 218, 221, 225 **Unit 7:** 4, 5, 7, 12, 13, 15, 17, 20, 23, 25, 27, 33, 35, 42, 43, 65, 70, 80, 81, 106 **Unit 8:** 118, 129, 172, 195, 210 **Unit 9:** 4, 5, 11, 14, 19, 20, 27, 33, 36, 54, 62, 81, 84, 89, 91, 92, 101, 107 **Unit 10:** 119, 123, 157, 160, 167, 168, 172, 176, 179, 180, 184, 185, 189, 194, 195, 197, 198, 220
ELD.PI.K.6	***Reading/viewing closely*** Describe ideas, phenomena (e.g., parts of a plant), and text elements (e.g., characters) based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.	***Reading/viewing closely*** Describe ideas, phenomena (e.g., how butterflies eat), and text elements (e.g., setting, characters) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.	***Reading/viewing closely*** Describe ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., major events, characters, setting) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.	**TEACHER RESOURCE SYSTEM: Unit 1:** 4, 5, 12, 13, 15, 20, 21, 23, 27, 29, 33, 35, 42, 43, 51, 53, 57, 59, 61, 65, 67, 71, 72, 77, 89, 97, 105, 107 **Unit 2:** 122, 135, 142, 143, 144, 150, 157, 165, 167, 168, 185, 205, 209, 210, 211, 225 **Unit 3:** 4, 5, 7, 9, 12, 13, 23, 26, 27, 28, 29, 35, 38, 45, 58, 61, 81, 88, 89, 91, 95, 96, 97, 101, 103, 105, 107, 111, 113 **Unit 4:** 130, 134, 135, 138, 141, 149, 164, 167, 175, 187, 202, 210, 214, 215, 217, 218, 221, 225 **Unit 5:** 4, 5, 7, 8, 12, 13, 15, 20, 22, 24, 28, 34, 43, 58, 61, 65, 73, 77, 80, 81, 83, 88, 89, 91, 95, 96, 97, 101, 103, 107, 111 **Unit 6:** 121, 127, 134, 135, 136, 142, 143, 147, 156, 166, 172, 174, 179, 185, 194, 195, 202, 204, 210, 211, 216 **Unit 7:** 7, 8, 12, 13, 15, 20, 21, 29, 31, 35, 45, 51, 53, 59, 60, 65, 70, 73, 81, 83, 91, 96, 97, 103, 105, 106 **Unit 8:** 134, 138, 164, 175, 187, 215, 227 **Unit 9:** 7, 13, 20, 27, 29, 33, 36, 42, 43, 45, 54, 58, 59, 61, 65, 67, 68, 71, 73, 74, 81, 83, 84, 96, 97, 101, 103, 107 **Unit 10:** 118, 119, 121, 123, 126, 127, 129, 131, 134, 141, 142, 143, 147, 149, 151, 157, 159, 164, 165, 167, 173, 175, 179, 180, 185, 189, 195, 197, 202, 203, 205, 210, 211, 215, 217, 220, 221, 227
ELD.PI.K.7	***Evaluating language choices*** Describe the language an author uses to present an idea (e.g., the words and phrases used when a character is introduced) with prompting and substantial support.	***Evaluating language choices*** Describe the language an author uses to present an idea (e.g., the adjectives used to describe a character) with prompting and moderate support.	***Evaluating language choices*** Describe the language an author uses to present or support an idea (e.g., the vocabulary used to describe people and places) with prompting and light support.	**TEACHER RESOURCE SYSTEM: Unit 1:** 15, 42, 53 **Unit 2:** 134, 149, 172, 173, 179 **Unit 3:** 23, 80, 89, 91, 97 **Unit 4:** 119, 127, 172, 173 **Unit 5:** 89, 91 **Unit 6:** 130, 186 **Unit 7:** 23, 67, 69, 88, 107 **Unit 8:** 121, 143, 165, 181, 203, 205 **Unit 9:** 16, 21, 22, 29, 80

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ELD.PI.K.8	***8. Analyzing language choices*** Distinguish how two different frequently used words (e.g., describing an action with the verb *walk* versus *run)* produce a different effect.	***Analyzing language choices*** Distinguish how two different words with similar meaning (e.g., describing an action as *walk* versus *march)* produce shades of meaning and a different effect.	***Analyzing language choices*** Distinguish how multiple different words with similar meaning (e.g., *walk, march, strut, prance)* produce shades of meaning and a different effect.	**TEACHER RESOURCE SYSTEM: Unit 1:** 57, 77 **Unit 2:** 138, 149, 167, 173, 211, 222 **Unit 3:** 89 **Unit 4:** 130, 143, 198 **Unit 5:** 103 **Unit 6:** 137, 143, 149 **Unit 7:** 60 **Unit 8:** 136, 137, 203, 205, 221 **Unit 9:** 16 **Unit 10:** 211
C. Productive	**Emerging**	**Expanding**	**Bridging**	**Benchmark Advance**
ELD.PI.K.9	**9. Presenting** Plan and deliver very brief oral presentations (e.g., show and tell, describing a picture).	**9. Presenting** Plan and deliver brief oral presentations on a variety of topics (e.g., show and tell, author's chair, recounting an experience, describing an animal).	**9. Presenting** Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment).	**TEACHER'S RESOURCE SYSTEM: Unit 1:** 51, 62, 65, 67, 71, 72 **Unit 2:** 129, 141, 163, 164, 195, 201 **Unit 4:** 129, 135, 157, 163, 179, 191 **Unit 5:** 30, 39, 104 **Unit 6:** 120, 126, 157, 164, 173, 225 **Unit 7:** 103, 105, 113 **Unit 8:** 149, 185, 202, 211, 225 **Unit 9:** 113 **Unit 10:** 149, 151, 212
ELD.PI.K.10	**10. Composing/Writing** Draw, dictate, and write to compose very short literary texts (e.g., story) and informational texts (e.g., a description of a dog), using familiar vocabulary collaboratively in shared language activities with an adult (e.g., joint construction of texts), with peers, and sometimes independently.	**10. Composing/Writing** Draw, dictate, and write to compose short literary texts (e.g., story) and informational texts (e.g., a description of dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.	**10. Composing/Writing** Draw, dictate, and write to compose longer literary texts (e.g., story) and informational texts (e.g., an information report on dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and independently using appropriate text organization.	**TEACHER'S RESOURCE SYSTEM: Unit 1:** 8, 16, 24, 30, 36, 46, 54, 55, 65, 68, 71, 74, 84, 87, 98, 108 **Unit 2:** 140, 144, 147, 150, 153, 160, 168, 171, 181, 188 **Unit 3:** 17, 31, 37, 55, 85, 87, 93, 99, 109 **Unit 4:** 122, 144, 147, 150, 153, 160, 184, 185, 188, 206, 222 **Unit 5:** 16, 30, 36, 53, 71, 85, 93, 98, 99, 100, 104, 108 **Unit 6:** 123, 150, 160, 168, 176, 182, 222 **Unit 7:** 17, 55, 63, 75, 93 **Unit 8:** 150, 160, 198, 212, 218, 222 **Unit 9:** 26, 36, 108 **Unit 10:** 182
ELD.PI.K.11	**Supporting opinions** Offer opinions and provide good reasons (e.g., *My favorite book is X because X.*) referring to the text or to relevant background knowledge.	Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of content).	Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).	**TEACHER'S RESOURCE SYSTEM: Unit 1:** 51, 62, 65, 67, 71, 72 **Unit 2:** 130, 197, 209, 210, 212, 43, 59, 61, 73, 75 **Unit 3:** 99 **Unit 4:** 121, 167, 181, 205, 212 **Unit 5:** 50, 67, 69, 75, 93 **Unit 6:** 129, 150, 188, 207 **Unit 7:** 21, 23, 25, 27, 33 **Unit 8:** 130, 168, 182 **Unit 9:** 21, 22, 62 **Unit 10:** 168
ELD.PI.K.12a	**Selecting language resources** a) Retell texts and recount experiences using a select set of key words.	**Selecting language resources** a) Retell texts and recount experiences using complete sentences and key words.	**Selecting language resources** a) Retell texts and recount experiences using increasingly detailed complete sentences and key words.	**TEACHER'S RESOURCE SYSTEM: Unit 1:** 51, 81, 96, 106 **Unit 2:** 129, 135, 138, 142, 143, 144, 156, 159, 175, 194, 195, 198, 217, 225, **Unit 3:** 42, 51, 62, **Unit 4:** 137, 156, 184, 194, 195, 201, 205, 206 **Unit 5:** 42, 46, 51, 61, 63, 75, 108, 135 **Unit 6:** 159, 176, 196, 203 **Unit 7:** 13 **Unit 8:** 119, 135, 167, 211 **Unit 9:** 13, 24 **Unit 10:** 138
ELD.PI.K.12b	b) Use a select number of general academic and domain-specific words to add detail (e.g., adding the word *spicy* to describe a favorite food, using the word *larva* when explaining insect metamorphosis) while speaking and composing.	b) Use a growing number of general academic and domain-specific words in order to add detail or to create shades of meaning (e.g., using the word *scurry* versus *run*) while speaking and composing.	b) Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect (e.g., using the word *suddenly* to signal a change) or to create shades of meaning (e.g., The cat's fur was as *white as snow* .) while speaking and composing.	**TEACHER'S RESOURCE SYSTEM: Unit 1:** 67, 73, 91, 103 **Unit 2:** 121, 129, 135, 138, 142, 144, 156, 159, 217, 222, 227 **Unit 3:** 49, 50, 53, 62, 67, 109 **Unit 4:** 156, 195 **Unit 5:** 108 **Unit 6:** 136, 144, 159 **Unit 7:** 13 **Unit 8:** 119, 121, 143, 159, 173, 197 **Unit 9:** 13, 24

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Part II: Learning About How English Works				
A. Structuring Cohesive Texts	**Emerging**	**Expanding**	**Bridging**	**Benchmark Advance**
ELD.PII.K.1	**1. Understanding text structure** Apply understanding of how text types are organized (e.g., how a story is organized by a sequence of events) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	**1. Understanding Text Structure** Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an informative text is organized by topic and details) to comprehending texts and composing texts in shared language activities guided by the teacher, collaboratively with peers, and with increasing independence.	**1. Understanding text structure** Apply understanding of how different text types are organized predictably (e.g., a narrative text versus an informative text versus an opinion text) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and independently.	**TEACHER'S RESOURCE SYSTEM: Unit 1:** 7, 21, 23, 35, 72, 81, 97, 98, 105 **Unit 2:** 119, 122, 126, 147, 156, 159, 175, 194 **Unit 3:** 5, 7, 12, 25, 26, 27, 28, 29, 31, 37, 42, 51, 61, 82, 113 **Unit 4:** 134, 156, 159, 160, 168, 202, 205, 210, 211, 217, 218, 222 **Unit 5:** 5, 7, 15, 30, 34, 36, 53, 54, 75, 103 **Unit 6:** 126, 130, 138, 147, 156, 159, 176, 185, 194, 195, 196, 204 **Unit 7:** 4, 29, 81, 99 **Unit 8:** 121, 134, 135, 138, 141, 149, 159, 167 **Unit 9:** 4, 5, 43, 58, 96, 97, 107 **Unit 10:** 119, 121, 123, 134
ELD.PII.K.2	**2. Understanding cohesion** Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., *one time*, *then*) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	**2. Understanding cohesion** Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., *next, after a long time*) to comprehending texts and composing texts in shared language activities guided by the teacher, collaboratively with peers, and with increasing independence.	**2. Understanding cohesion** Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., *first/second/third* , *once, at the end*) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and independently.	**TEACHER'S RESOURCE SYSTEM: Unit 1:** 46, 51, 59, 68, 72, 74, 101, 103, 108 **Unit 2:** 126, 134, 135, 141, 153, 159, 164, 195, 205 **Unit 3:** 13, 45, 53, 59, 65, 75 **Unit 4:** 119, 137, 143, 157, 159, 206 **Unit 5:** 51, 69, 73 **Unit 6:** 121, 135, 157, 159, 164, 166, 210 **Unit 7:** 65 **Unit 8:** 217 **Unit 9:** 14, 27, 33, 54 **Unit 10:** 126, 129, 131
B. Expanding and Enriching Ideas	**Emerging**	**Expanding**	**Bridging**	**Benchmark Advance**
ELD.PII.K.3a	**Using verbs and verb phrases** a) Use frequently used verbs (e.g., go, eat, run) and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and with increasing independence.	**Using verbs and verb phrases** a) Use a growing number of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently.	**Using verbs and verb phrases** a) Use a wide variety of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently.	**TEACHER RESOURCE SYSTEM: Unit 2:** 142, 160, 167, 171, 173, 178, 179, 191, 198, 211, 214, 218, 225 **Unit 3:** 17, 19, 35, 38, 47, 57, 64, 71 **Unit 4:** 133, 144, 147, 150, 165, 171, 184, 185, 191, 195, 201, 203, 225 **Unit 5:** 46, 59 **Unit 6:** 120, 136, 141, 142, 143, 160, 172 **Unit 7:**137 **Unit 8:** 137, 164, 197
ELD.PII.K.3b	b) Use simple verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience) in shared language activities guided by the teacher and with increasing independence.	b) Use a growing number of verb tenses appropriate for the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) in shared language activities guided by the teacher and independently.	b) Use a wide variety of verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict) in shared language activities guided by the teacher and independently.	**TEACHER RESOURCE SYSTEM: Unit 1: Unit 2:** 156, 160, 168, 173, 179, 202, 203 **Unit 3:** 20, **Unit 4:** 125, 126, 127, 129, 156, 165, 194 **Unit 5:** 63 **Unit 6:** 144, 165, 182 **Unit 8:** 136,

Benchmark Advance **Grade K**

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C. Connecting and Condensing Ideas	**Emerging**	**Expanding**	**Bridging**	**Benchmark Advance**
ELD.PII.K.4	**Using nouns and noun phrases** Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and sometimes independently.	**Using nouns and noun phrases** Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and with increasing independence.	**Using nouns and noun phrases** Expand noun phrases in a wide variety of ways (e.g., adding a variety of adjectives to noun phrases) in order to enrich the meaning of phrases/sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and independently.	**TEACHER'S RESOURCE SYSTEM: Unit 1:** 8, 16, 24, 27, 30, 36, 49, 72, 84, 91, 92, 95, 100 **Unit 2:** 118, 122, 133, 150, 157, 165, 178, 185, 191, 198, 201, 210, 214, 222 **Unit 3:** 9, 17, 38, 43, 49, 50, 58, 62, 67 **Unit 4:** 122, 140, 141, 163, 164, 171, 175, 191, 221, 225 **Unit 5:** 8, 16, 24, 33, 57, 58, 64, 77, 93, 98, 99 **Unit 6:** 123, 168, 173, 198, 203, 207, 218 **Unit 7:** 97 **Unit 8:** 144, 165, 173, 195 **Unit 9:** 59, 65, 68, 89, 92 **Unit 10:** 138, 142
ELD.PII.K.5	**Modifying to add details** Expand sentences with frequently used prepositional phrases (such as *in the house* , *on the boat*) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.	**Modifying to add details** Expand sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process in shared language activities guided by the teacher and with increasing independence.	**Modifying to add details** Expand simple and compound sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) in shared language activities guided by the teacher and independently.	**TEACHER'S RESOURCE SYSTEM: Unit 1:** 49, 54, 55, 72 **Unit 2:** 129, 172, 181, 217 **Unit 3:** 11, 21, 33, 77, 99, 105, 109 **Unit 4:** 130, 135, 138, 149, 153, 167, 172, 173, 209, 214 **Unit 5:** 27, 50, 108 **Unit 6:** 127, 186, 188, 202 **Unit 7:** 25, 33 **Unit 8:** 142 **Unit 9:** 8, 42, 98 **Unit 10:** 149, 151, 159, 218
ELD.PII.K.6	**Connecting ideas** Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using *and, but, so)* in shared language activities guided by the teacher and sometimes independently.	**Connecting ideas** Combine clauses in an increasing variety of ways to make connections between and join ideas, for example, to express cause/effect (e.g., *She jumped because the dog barked* .) in shared language activities guided by the teacher and with increasing independence.	**Connecting ideas** Combine clauses in a wide variety of ways (e.g., rearranging complete simple sentences to form compound sentences) to make connections between and join ideas (e.g., *The boy was hungry. The boy ate a sandwich. -> The boy was hungry so he ate a sandwich.*) in shared language activities guided by the teacher and independently	**TEACHER'S RESOURCE SYSTEM: Unit 1:** 13, 49, 54, 55, 80, 83, 88, 96, 106, 107 **Unit 2:** 125, 130, 138, 149, 176, 182, 187, 188, 197, 212, 221, 227 **Unit 3:** 55, 73, 93, 109 **Unit 4:** 118, 121, 179, 181, 187, 188, 197, 212, 215, 226 **Unit 5:** 42, 43, 45, 61, 65, 67, 71, 80, 89, 107 **Unit 6:** 119, 129, 134, 137, 149, 150, 179, 212 **Unit 7:** 27 **Unit 8:** 129, 156, 175, 181, 194 **Unit 9:** 16, 81, 84, 91
ELD.PII.K.7	**Condensing ideas** No standard for kindergarten	**Condensing ideas** No standard for kindergarten.	**Condensing ideas** No standard for kindergarten.	
Part III: Using Foundational Literacy Skills				
Print Concepts				
ELD.PIII.K.RF.1	Demonstrate understanding of the organization and basic features of print			

ELD.PIII.K.RF.1a	a. Follow words from left to right, top to bottom, and page by page.	**TEACHER'S RESOURCE SYSTEM: Unit 1:** 21, 34–35, 43, 60, 97, 102–103, 104–105 **Unit 2:** 119, 126, 141, 147, 157, 164, 172, 179, 185, 195 **Unit 3:** 21, 70 **Unit 4:** 119, 134, 146, 152–153, 184, 190–191, 195, 220 **Unit 5:** 32, 43, 58, 70, 76–77, 90–91, 96, 97, 106, 110–111 **Unit 6:** 142, 148–149, 157, 172, 190–191, 210, 211, 220 **Unit 7:** 5, 12, 14–15, 20, 21, 22–23, 32, 34–35, 38–39, 60–61, 70, 76–77, 81, 82–83, 90–91, 97, 106, 110–111 **Unit 8:** 128–129, 135, 138–139, 141, 142, 148–149, 158–159, 164, 166–167, 172, 174–175, 179, 185, 196–197, 204–205, 210, 215, 221 **Unit 9:** 6–7, 21, 32, 38–39, 44–45, 60–61, 70, 76–77, 82–83, 90–91, 97, 106, 110–111 **Unit 10:** 119, 126, 134, 141, 146, 147, 152–153, 157, 158–159, 172, 179, 184, 185, 190, 210, 211, 215, 221, 224–225
ELD.PIII.K.RF.1b	b. Recognize that spoken words are represented in written language by specific sequences of letters.	**TEACHER'S RESOURCE SYSTEM: Unit 1:** 5, 20, 58, 81, 96 **Unit 3:** 5, 20, 43, 58, 81, 96 **Unit 6:** 119, 134, 195 **Unit 7:** 5, 43, 58, 96 **Unit 8:** 134, 138–139, 195 **Unit 9:** 5, 81 **Unit 10:** 195
ELD.PIII.K.RF.1c	c. Understand that words are separated by spaces in print.	**TEACHER'S RESOURCE SYSTEM: Unit 3:** 81 **Unit 4:** 157, 172, 210 **Unit 7:** 5, 96 **Unit 8:** 138–139, 141, 195 **Unit 9:** 96
ELD.PIII.K.RF.1d	d. Recognize and name all upper and lowercase letters of the alphabet.	**TEACHER'S RESOURCE SYSTEM: Unit 1:** 10–11, 18–19, 26, 32, 38–39
Phonological Awareness		
ELD.PIII.K.RF.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
ELD.PIII.K.RF.2a	Recognize and produce rhyming words.	**TEACHER'S RESOURCE SYSTEM: Unit 1:** 10–11, 18–19, 26, 32, 38–39, 88, 106 **Unit 2:** 141, 146, 184, 220 **Unit 3:** 32, 70, 106 **Unit 4:** 141, 146, 179, 184, 220 **Unit 5:** 32, 70, 106 **Unit 8:** 172, 179, 210, 215, 220
ELD.PIII.K.RF.2b	Count, pronounce, blend, and segment syllables in spoken words	**TEACHER'S RESOURCE SYSTEM: Unit 1:** 10–11, 18–19 **Unit 3:** 64, 100 **Unit 5:** 26, 64, 100 **Unit 7:** 26, 70, 100 **Unit 8:** 214, 215 **Unit 9:** 58, 70, 106, 134, 146 **Unit 10:** 184
ELD.PIII.K.RF.2c	Blend and segment onsets and rimes of single-syllable spoken words.	**TEACHER'S RESOURCE SYSTEM: Unit 1:** 70, 86–87, 94–95, 132–133, 152–153, 190–191, 224–225 **Unit 3:** 10–11, 39, 48–49, 56–57, 86, 94–95, 190–191, 224–225 **Unit 4:** 152–153 **Unit 6:** 190–191 **Unit 8:** 190–191, 214, 215, 224–225 **Unit 9:** 56–57, 94 **Unit 10:** 132–133, 170–171

ELD.PIII.K.RF.2d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)			**TEACHER'S RESOURCE SYSTEM: Unit 1:** 38–39, 48, 56–57, 64, 76–77, 86–87, 94–95, 100 **Unit 2:** 124–125, 132–133, 140, 162–163, 170–171, 178, 190–191, 200–201, 208–209, 214 **Unit 3:** 10–11, 18–19, 26, 48–49, 56–57, 64, 86, 94–95 **Unit 4:** 124–125, 132–133, 140, 152–153, 162–163, 170–171, 177, 184, 190–191, 200–201, 208–209, 214, 220 **Unit 5:** 10–11, 18–19, 48–49, 56–57, 86–87, 94–95 **Unit 6:** 162–163, 170, 200–201, 214 **Unit 7:** 10–11, 18–19, 48–49, 56–57, 86–87, 94–95 **Unit 8:** 124–125, 132–133, 152–153, 162–163, 170–171, 178, 190–191, 200–201, 208–209, 224–225 **Unit 9:** 10–11, 18–19, 48–49, 86–87 **Unit 10:** 124–125, 162, 208
ELD.PIII.K.RF.2e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.			**TEACHER'S RESOURCE SYSTEM: Unit 1:** 110–111 **Unit 3:** 76–77, 110–111 **Unit 5:** 38–39, 76–77, 110–111 **Unit 6:** 178, 184 **Unit 7:** 32, 38–39, 64, 76–77, 106, 110–111**Unit 8:** 140, 146, 178, 184 **Unit 9:** 26, 32, 64, 76–77, 100, 110–111 **Unit 10:** 140, 152–153, 178, 190, 224–225
ELD.PIII.K.RF.2f	Blend two to three phonemes into recognizable words. CA			
Phonics and Word Recognition				
ELD.PIII.K.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA			
ELD.PIII.K.RF.3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant			**TEACHER RESOURCE SYSTEM: Unit 1:** 20, 33, 43, 48, 50, 56–57, 58, 64, 65, 71, 76–77, 81, 86–87, 94–95, 96, 100, 101, 106, 110–111 **Unit 2:** 126, 132–133, 140, 141, 146, 152–153, 157, 162–163, 164, 170–171, 178, 184, 185, 190–191, 195, 200–201, 202–203, 208–209, 210–211, 214, 220, 221, 224–225 **Unit 3:** 5, 10–11, 18–19, 26, 32, 38, 48–49, 50, 56–57, 64, 65, 70, 76–77, 81, 86, 88, 94–95, 100, 101, 106, 110–111 **Unit 4:** 119, 124–125, 126, 132–133, 134, 140, 146, 147, 152–153, 162–163, 164, 170–171, 177, 184, 190–191, 195, 200–201, 202, 208–209, 214, 215, 220, 224–225 **Unit 5:** 5, 10–11, 18–19, 26, 32, 33, 38–39, 43, 48–49, 56–57, 58, 64, 70, 76–77, 86–87, 88, 94–95, 96, 100, 101, 106, 110–111 **Unit 6:** 119, 141, 162–163, 164, 178, 179, 184, 190–191, 195, 200–201, 210, 214, 215, 220 **Unit 7:** 10–11, 18–19, 26, 32, 38–39, 43, 48–49, 56–57, 64, 70, 76–77, 81, 86–87, 88, 94–95, 100, 106, 110–111, 170, **Unit 8:** 124–125, 132–133, 140, 152–153, 157, 162–163, 170–171, 178, 185, 190–191, 200–201, 202, 208–209, 214, 215, 220, 224–225 **Unit 9:** 5, 10–11, 12, 18–19, 26, 32, 33, 38–39, 42, 48–49, 56–57, 58, 64, 65, 70, 76–77, 86–87, 94, 96, 100, 101, 106, 124–125, 132–133, 140, 146, 152–153, 162–163, 170–171, 178, 179, 184, 190, 202, 208, 224–225

ELD.PIII.K.RF.3b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (Identify which letters represent the five major vowels [Aa, Ee, Ii, Oo, and Uu] and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the grade 1 phonics standards.) CA	**TEACHER'S RESOURCE SYSTEM: Unit 1:** 107 **Unit 2:** 119, 147, 179, 215 **Unit 3:** 12, 20, 43, 107 **Unit 4:** 124–125, 140, 141, 152–153, 157, 170–171, 177, 184, 200–201, 208–209, 214, 220 **Unit 5:** 48–49, 50, 56–57, 64, 70, 76–77, 81 **Unit 6:** 126, 134, 157, 172 **Unit 8:** 132–133, 140 **Unit 9:** 27, 48–49, 50, 56–57, 81, 86–87, 94, 107 **Unit 10:** 119, 124–125, 126, 132–133, 147, 163–162, 170–171, 185, 195, 208, 210, 215, 221
ELD.PIII.K.RF.3c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	**TEACHER'S RESOURCE SYSTEM: Unit 1:** 48, 50, 56–57, 64, 70, 71, 76–77, 100, 106, 107, 110–111 **Unit 2:** 126, 140, 146, 147, 152–153, 162–163, 164, 172, 178, 184, 185, 190–191, 200–201, 202–203, 208–209, 214, 220, 221, 224–225 **Unit 3:** 12, 18–19, 20, 26, 32, 39, 50, 58, 64, 70, 71, 76–77, 88, 96, 100, 101, 106, 110–111 **Unit 4:** 124–125, 126, 132–133, 134, 140, 141, 146, 147, 152–153, 162–163, 164, 177, 179, 184, 185, 190–191, 200–201, 202, 208–209, 210, 214, 220, 221, 224–225 **Unit 5:** 10–11, 12, 18–19, 20, 26, 27, 32, 38–39, 48–49, 56–57, 64, 65, 70, 71, 76–77, 81, 86–87, 88, 94–95, 96, 100, 101, 106, 107, 110–111, 147, 164, 179, 185, 210, 215 **Unit 6:** 162–163, 170, 178, 184, 190–191, 200–201, 214, 220 **Unit 7:** 5, 10–11, 18–19, 20, 26, 27, 32, 33, 38–39, 48–49, 50, 56–57, 58, 64, 65, 70, 71, 76–77, 86–87, 88, 94–95, 96, 100, 101, 106, 107, 110–111 **Unit 8:** 124–125, 126, 132–133, 140, 141, 146, 147, 152–153, 162–163, 164, 170–171, 178, 179, 184, 190–191, 195, 200–201, 202, 208–209, 210, 214, 220, 221, 224–225 **Unit 9:** 10–11, 12, 18–19, 20, 26, 27, 32, 38–39, 48–49, 50, 56–57, 64, 65, 71, 76–77, 86–87, 88, 94, 96, 100, 101, 106, 107, 110–111, 124–125, 126, 132–133, 140, 141, 146, 147, 152–153, 162–163, 164, 170–171, 172, 178, 179, 184, 185, 190, 202, 208, 215, 221, 224–225
ELD.PIII.K.RF.3d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ	
Fluency		
ELD.PIII.K.RF.4	Read emergent-reader texts with purpose and understanding.	**TEACHER'S RESOURCE SYSTEM: Unit 1:** 70, 76–77, 88, 106, 110–111 **Unit 2:** 119, 126, 141, 146, 147, 152–153, 157, 164, 179, 184, 185, 190–191, 195, 202–203, 210–211, 215, 220, 221, 224–225 **Unit 3:** 32, 39, 70, 76–77, 106, 110–111 **Unit 4:** 119, 134, 141, 146, 147, 152–153, 157, 164, 172, 179, 184, 185, 190–191, 195, 202, 220, 221, 224–225 **Unit 5:** 32, 38–39, 70, 76–77, 106, 1110–111 **Unit 6:** 184, 190–191, 220 **Unit 7:** 32, 38–39, 65, 70, 76–77, 106, 110–111, 126, 146, 147, 152–153, 184, 190–191, 202, 210, 215, 220, 224–225 **Unit 9:** 32, 38–39, 70, 7, 195, 6–77, 106, 110–111 **Unit 10:** 119, 126, 141, 146, 147, 152–153, 162–163, 172, 184, 185, 190, 210, 215, 221, 224–225

Benchmark Advance **Grade 1**

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Part 1: Interacting in Meaningful Ways				
A. Collaborative	**Emerging**	**Expanding**	**Bridging**	**Benchmark Advance**
ELD.PI.1.1	***1. Exchanging information and ideas*** Contribute to conversations and express ideas by asking and answering *yes-no* and *wh-* questions and responding using gestures, words, and simple phrases.	***1. Exchanging information and ideas*** Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.	***1. Exchanging information and ideas*** Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.	**TEACHER RESOURCE SYSTEM: Unit 1:** 4, 5, 13, 21, 35, 49, 51, 53, 54, 58, 80, 89, 91, 92, 96, 99, 110, 113 **Unit 2:** 120, 121, 127, 146, 159, 165, 167, 174, 177, 183, 187, 190, 197, 200, 212, 213, 215, 216, 221, 222, 226, 229, 231 **Unit 3:** 4, 8, 20, 29, 30, 39, 42, 43, 50, 54, 57, 58, 59, 61, 62, 64, 65, 71, 77, 80, 83, 84, 88, 89, 91, 96, 115 **Unit 4:** 120, 121, 131, 136, 144, 152, 155, 158, 159, 170, 174, 177, 183, 184, 190, 196, 197, 207, 222, 226, 229, 231 **Unit 5:** 4, 5, 8, 12, 16, 21, 24, 46, 52, 61, 67, 68, 74, 77, 84 **Unit 6:** 120, 121, 124, 132, 140, 145, 146, 159, 162, 169, 174, 178, 197, 208, 212, 215, 231 **Unit 7:** 4, 12, 21, 23, 24, 51, 53, 54, 58, 65, 67, 80, 88, 91, 106, 109, 115 **Unit 8:** 120, 128, 138, 151, 159, 197, 199 **Unit 9:** 4, 15, 42, 50, 80, 84, 89, 97, 99 **Unit 10:** 123, 127, 136, 137, 139, 151, 161, 166, 196, 212
ELD.PI.1.2	***2. Interacting via written English*** Collaborate with teacher and peers on joint writing projects ofshort informational and literary texts, using technology where appropriate for publishing, graphics, etc.	***2. Interacting via written English*** Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	***2. Interacting via written English*** Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	**TEACHER RESOURCE SYSTEM: Unit 1:** 54, 62, 68, 73, 84, 95, 110 **Unit 2:** 162, 190, 200, 222, 226 **Unit 3:** 8, 24, 30, 42, 46, 51, 53, 62, 80, 84, 92, 100, 103 **Unit 4:** 124, 140, 152, 162, 184, 200, 226 **Unit 5:** 8, 16, 30, 46, 54, 62, 68, 74, 84, 100, 110 **Unit 6:** 124, 132, 140, 162, 178, 184, 187, 190, 200, 208, 219, 222, 226 **Unit 7:** 7, 8, 53, 57, 62, 73, 74, 83, 99, 105, 110 **Unit 8:** 123, 124, 137, 138, 144, 151, 158, 159, 169, 177, 180, 189, 190, 193, 196, 197, 207, 221, 226 **Unit 9:** 7, 19, 24, 26, 29, 30, 36, 45, 46, 51, 57, 63, 64, 71, 74, 83, 88, 89, 96, 97, 108, 109, 110 **Unit 10:** 127, 139, 169, 173, 184, 186, 189, 190, 196, 199, 213, 215, 218, 221, 224, 227

ELD.PI.1.3	***3. Offering opinions*** Offer opinions and ideas in conversations using a small set of learned phrases (e.g., *I think X.*), as well as open responses in order to gain and/or hold the floor.	***3. Offering opinions*** Offer opinions and negotiate with othersin conversations using an expanded set of learned phrases(e.g., *I think/don't think X. I agree with X.*), as well as open responses in order to gain and/or hold the floor, elaborate on an idea, etc.	***3. Offering opinions*** Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., *I think/don't think X. I agree with X.*), and open responses in order to gain and/or hold the floor, elaborate on an idea, provide different opinions, etc.	**TEACHER RESOURCE SYSTEM: Unit 1:** 7, 11, 15, 27, 29, 30, 35, 36, 42, 45, 61, 62, 67, 68, 73, 74, 80, 81, 96, 105 **Unit 2:** 131, 137, 139, 151, 158, 161, 169, 171, 177, 183, 189, 199, 207, 208, 212, 221, 225 **Unit 3:** 4, 7, 13, 15, 21, 23, 33, 35, 36, 45, 73, 74, 81, 89, 103, 105, 106, 115 **Unit 4:** 120, 123, 132, 137, 139, 144, 151, 161, 165, 168, 173, 177, 178, 181, 189, 199, 207, 212, 213, 216, 221 **Unit 5:** 7, 20, 23, 34, 36, 42, 43, 44, 73, 80, 81, 83, 90, 96, 98, 104, 106, 115 **Unit 6:** 123, 131, 137, 151, 152, 158, 161, 173, 177, 183, 189, 196, 199, 213, 221 **Unit 7:** 35, 36, 92, 115 **Unit 8:** 215, 222, 231 **Unit 9:** 21, 22, 28, 73, 91, 115 **Unit 10:** 132, 183, 184, 231
ELD.PI.1.4	***4. Adapting language choices*** No standard for grade 1.	***4. Adapting language choices*** No standard for grade 1.	***4. Adapting language choices*** No standard for grade 1.	
B. Interpretive	**Emerging**	**Expanding**	**Bridging**	**Benchmark Advance**
ELD.PI.1.5	***5. Listening actively*** Demonstrate active listening to read-alouds and oral presentations by asking and answering *yes-no* and *wh-* questions with oral sentence frames and substantial prompting and support.	***5. Listening actively*** Demonstrate active listening to read-alouds and oral presentations by asking and answering questions with oral sentence frames and occasional prompting and support.	***5. Listening actively*** Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.	**TEACHER RESOURCE SYSTEM: Unit 1:** 4, 21, 29, 39, 51, 53, 91, 99 **Unit 2:** 167 **Unit 3:** 4, 81, 83, 109 **Unit 4:** 120, 196 **Unit 5:** 12, 21, 61, 67 **Unit 6:** 120, 145, 215 **Unit 7:** 4, 20, 21, 23, 24, 51, 54, 58, 61, 62, 80, 81, 100, 113 **Unit 8:** 136, 143, 199, 212 **Unit 9:** 11, 15, 19, 20, 27, 33, 42, 43, 57, 65, 77, 80, 84 **Unit 10:** 120, 136, 145, 147, 159, 174, 193, 207, 209, 212, 229

Benchmark Advance **Grade 1**

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ELD.PI.1.6	***6. Reading/viewing closely*** Describe ideas, phenomena (e.g., plant life cycle), and text elements (e.g., characters) based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.	***6. Reading/viewing closely*** Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, main idea) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.	***6. Reading/viewing closely*** Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.	**TEACHER RESOURCE SYSTEM: Unit 1:** 8, 16, 20, 22, 23, 24, 30, 36, 43, 65, 80, 83 **Unit 2:** 120, 145, 162, 171, 174, 178, 184, 200, 216 **Unit 3:** 5, 7, 8, 13, 23, 29, 45, 46, 51, 53, 96, 109, 113 **Unit 4:** 123, 124, 145, 161, 162, 170, 175, 197, 200, 209 **Unit 5:** 15, 23, 29, 43, 52, 59 **Unit 6:** 132, 139, 152, 169, 170, 175, 199, 207 **Unit 7:** 7, 8, 12, 15, 20, 28, 42, 45, 58, 59, 61, 62, 81, 83, 88, 89, 91, 97, 100, 105, 106, 109, 113 **Unit 8:** 123, 124, 128, 131, 136, 137, 139, 140, 143, 144, 145, 146, 149, 158, 161, 166, 169, 175, 177, 183, 196, 204, 207, 212, 219 **Unit 9:** 7, 13, 20, 27, 33, 35, 43, 45, 50, 59, 61, 67, 73, 83, 96, 103 **Unit 10:** 120, 131, 137, 144, 145, 151, 159, 174, 175, 193, 199, 205, 207, 209
ELD.PI.1.7	***7. Evaluating language choices*** Describe the language writers or speakers use to present an idea (e.g., the words and phrases used to describe a character) with prompting and substantial support.	***7. Evaluating language choices*** Describe the language writers or speakers use to present or support an idea (e.g., the adjectives used to describe people and places) with prompting and moderate support.	***7. Evaluating language choices*** Describe the language writers or speakers use to present or support an idea (e.g., the author's choice of vocabulary to portray characters, places, or real people) with prompting and light support.	**TEACHER RESOURCE SYSTEM: Unit 1:** 59, 100, 106 **Unit 2:** 129, 149, 175, 205 **Unit 3:** 22, 24, 97, 99 **Unit 4:** 140, 145, 149, 175, 205, 219, 225 **Unit 5:** 13, 15, 28, 33, 51, 59, 71, 80, 89, 92, 97 **Unit 6:** 129, 167, 170, 175, 205 **Unit 7:** 11, 19, 49, 77, 87 **Unit 8:** 129, 135, 167, 173, 181, 205, 211, 218, 229 **Unit 9:** 16, 21, 22, 28, 53, 54, 73, 81, 92, 95, 100, 109 **Unit 10:** 124, 129, 152, 158, 161, 167, 177, 187, 203, 222, 225

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ELD.PI.1.8	***8. Analyzing language choices*** Distinguish how two different frequently used words (e.g., *large* versus *small)* produce a different effect on the audience.	***8. Analyzing language choices*** Distinguish how two different words with similar meaning (e.g., *large* versus *enormous)* produce shades of meaning and a different effect on the audience.	***8. Analyzing language choices*** Distinguish how multiple different words with similar meaning (e.g., *big, large, huge, enormous, gigantic)* produce shades of meaning and a different effect on the audience.	**TEACHER RESOURCE SYSTEM: Unit 1:** 57, 106 **Unit 2:** 124, 132, 140, 153 **Unit 3:** 54, 57 **Unit 5:** 92 **Unit 7:** 29, 30 **Unit 8:** 167, 205, 213 **Unit 9:** 16, 53, 92 **Unit 10:** 129, 158, 167, 177
C. Productive	**Emerging**	**Expanding**	**Bridging**	**Benchmark Advance**
ELD.PI.1.9	***9. Presenting*** Plan and deliver very brief oral presentations (e.g., show and tell, describing a picture).	***9. Presenting*** Plan and deliver brief oral presentations on a variety of topics (e.g., show and tell, author's chair, recounting an experience, describing an animal, etc.).	***9. Presenting*** Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment).	**TEACHER RESOURCE SYSTEM: Unit 1:** 13, 33, 42, 50, 71, 77, 87, 97, 103, 109, 113, 115 **Unit 2:** 123, 129, 135, 136, 142, 143, 145, 155, 166, 173, 178, 181, 184, 193, 196, 203, 204, 205, 211, 213, 215, 219, 229 **Unit 3:** 11, 12, 16, 19, 26, 27, 39, 49, 68, 77 **Unit 4:** 127, 128, 135, 142, 143, 155, 165, 173, 187, 193, 203, 209, 211, 231 **Unit 5:** 11, 27, 29, 39, 48, 50, 52, 58, 65, 77, 86, 103, 109, 112 **Unit 6:** 127, 136, 139, 149, 155, 165, 166, 169, 173, 180, 181, 193, 203, 207, 218, 225, 229, 231 **Unit 7:** 12, 65, 88, 91, 113 **Unit 8:** 128, 174, 231 **Unit 9:** 4, 27, 35, 65, 73, 77, 110 **Unit 10:** 123, 143, 147, 149, 166, 219, 227, 229
ELD.PI.1.10	***10. Writing*** Write very short literary texts (e.g., story) and informational texts (e.g., a description of an insect) using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently.	***10. Writing*** Write short literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of an insect) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.	***10. Writing*** Write longer literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of insects) collaboratively with an adult (e.g., joint construction), with peers, and independently.	**TEACHER RESOURCE SYSTEM: Unit 1:** 24, 46, 84 **Unit 2:** 216 **Unit 3:** 92, 100, 110 **Unit 5:** 54, 62, 74, 100, 110 **Unit 6:** 146, 184, 187, 190, 200, 216, 226 **Unit 7:** 29, 30, 35, 62, 71, 74, 96, 110 **Unit 8:** 180, 190, 193, 226 **Unit 9:** 26, 46, 64, 68, 74, 81, 100, 108 **Unit 10:** 124, 152, 162, 186, 187, 190, 209, 218, 222, 224

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ELD.PI.1.11	***11. Supporting opinions*** Offer opinions and provide good reasons (e.g., *My favorite book is X because X.*) referring to the text or to relevant background knowledge.	***11. Supporting opinions*** Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of content).	***11. Supporting opinions*** Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).	**TEACHER RESOURCE SYSTEM: Unit 1:** 15, 30, 61, 74, 96 **Unit 2:** 131, 139, 151, 158, 169, 171, 207, 208, 225, 231 **Unit 3:** 15, 23, 33, 35, 62, 73, 74, 77, 105, 106 **Unit 4:** 132, 139, 168, 178, 181, 190, 213, 216, 221 **Unit 5:** 34, 42, 115 **Unit 6:** 131, 151, 152, 158, 177, 181, 183, 189, 196, 213, 221 **Unit 7:** 35, 36, 45, 73, 92, 106, 115 **Unit 8:** 161, 181, 189, 197, 215, 221, 222 **Unit 9:** 21, 22, 28, 73, 74, 91, 105, 115 **Unit 10:** 131, 132, 151, 183, 184, 189, 221, 231
ELD.PI.1.12a	***12. Selecting language resources*** a) Retell texts and recount experiences, using key words.	***12. Selecting language resources*** a) Retell texts and recount experiences, using complete sentences and key words.	***12. Selecting language resources*** a) Retell texts and recount experiences, using increasingly detailed complete sentences and key words.	**TEACHER RESOURCE SYSTEM: Unit 1:** 5, 7, 8, 11, 12, 16, 19, 20, 22, 23, 26, 27, 33, 35, 39, 43, 45, 46, 49, 50, 57, 58, 59, 64, 67, 71, 77, 81, 83, 87, 88, 89, 92, 95, 97, 100, 102, 105, 109, 115 **Unit 2:** 120, 121, 123, 124, 127, 128, 132, 135, 137, 140, 142, 149, 153, 155, 159, 161, 165, 173, 174, 175, 187, 189, 193, 196, 197, 199, 203, 211, 212, 221, 229 **Unit 3:** 7, 11, 13, 16, 20, 21, 22, 26, 36, 39, 45, 49, 77, 97, 99 **Unit 4:** 123, 127, 131, 135, 136, 137, 142, 144, 145, 149, 151, 155, 158, 159, 161, 165, 166, 173, 174, 175, 180, 183, 189, 193, 197, 199, 203, 204, 205, 211, 212, 219, 225, 229 **Unit 5:** 5, 7, 11, 13, 19, 20, 23, 28, 33, 36, 39, 43, 44, 48, 51, 56, 64, 71, 73, 77, 80, 81, 83, 86, 88, 89, 90, 95, 96, 97, 98, 102, 104, 106, 109, 112 **Unit 6:** 121, 123, 127, 128, 129, 135, 137, 142, 143, 155, 159, 161, 165, 167, 170, 173, 174, 175, 180, 193, 197, 199, 203, 204, 205, 211, 212, 218, 219, 229 **Unit 7:** 13, 15 **Unit 8:** 129, 131 **Unit 9:** 88
ELD.PI.1.12b	b) Use a select number of general academic and domain-specific words to add detail (e.g., adding the word *scrumptious* to describe a favorite food, using the word *thorax* to refer to insect anatomy) while speaking and writing.	b) Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word *suddenly* to signal a change), or create shades of meaning (e.g., *prance* versus *walk*) while speaking and writing.	b) Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language (e.g., The dog was *as big as a house* .) to create an effect, precision, and shades of meaning while speaking and writing.	**TEACHER RESOURCE SYSTEM: Unit 3:** 68 **Unit 7:** 57 **Unit 10:** 145, 173, 175, 213

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Part II: Learning About How English Works				
A. Structuring Cohesive Texts	**Emerging**	**Expanding**	**Bridging**	**Benchmark Advance**
ELD.PII.1.1	***1. Understanding text structure*** Apply understanding of how text types are organized (e.g., how a story is organized by a sequence of events) to comprehending texts and composing basic texts with substantial support (e.g., using drawings, through joint construction with a peer or teacher) to comprehending texts and writing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	***1. Understanding text structure*** Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an informative text is organized by topic and details) to comprehending texts and writing texts in shared language activities guided by the teacher and with increasing independence.	***1. Understanding text structure*** Apply understanding of how different text types are organized predictably to express ideas (e.g., how a story is organized versus an informative/ explanatory text versus an opinion text) to comprehending texts and writing texts in shared language activities guided by the teacher and independently.	**TEACHER RESOURCE SYSTEM: Unit 1:** 5, 13, 20, 24, 33, 35, 39, 43, 73, 77, 89, 97, 109, 115 **Unit 2:** 123, 145, 155, 162, 167, 177, 178, 183, 184, 189, 190, 193, 196, 205, 222, 226, 231 **Unit 3:** 8, 30, 36, 42, 46, 51, 53, 61, 81, 89 **Unit 4:** 121, 124, 131, 152, 162, 177, 183, 184, 189, 190, 193, 200, 205, 207, 209, 219, 222, 226, 231 **Unit 5:** 8, 12, 16, 21, 29, 30, 36, 39, 46, 54, 61, 67, 68, 73, 84, 98, 100, 104, 106 **Unit 6:** 120, 124, 139, 140, 145, 155, 162, 178, 183, 190, 193, 200, 207, 208, 215, 222, 229, 231 **Unit 7:** 42, 99 **Unit 8:** 127, 159, 166, 174, 178, 204, 216, 219 **Unit 9:** 8, 80, 81, 89, 103, 105, 106 **Unit 10:** 140, 143, 149, 169, 170, 197, 215, 219

ELD.PII.1.2	***2. Understanding cohesion*** Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., *one day* , *after, then)* to comprehending texts and writing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	***2. Understanding cohesion*** Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., *a long time ago* , *suddenly)* to comprehending texts and writing texts in shared language activities guided by the teacher and with increasing independence.	***2. Understanding cohesion*** Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., *for example* , *after that* , *first/second/third*) to comprehending texts and writing texts in shared language activities guided by the teacher and independently.	**TEACHER RESOURCE SYSTEM: Unit 1:** 16, 95 **Unit 3:** 54, 57, 83 **Unit 5:** 110 **Unit 6:** 196, 226 **Unit 7:** 15, 21, 23, 24, 51, 54, 80 **Unit 8:** 131, 199, 216 **Unit 9:** 15, 42, 84, 106 **Unit 10:** 140, 170, 178, 181, 197, 201, 217
B. Expanding and Enriching Ideas	**Emerging**	**Expanding**	**Bridging**	**Benchmark Advance**
ELD.PII.1.3a	***3. Using verbs and verb phrases*** a) Use frequently used verbs (e.g., go, eat, run) and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and sometimes independently.	***3. Using verbs and verb phrases*** a) Use a growing number of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and with increasing independence.	***3. Using verbs and verb phrases*** a) Use a wide variety of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently.	**TEACHER RESOURCE SYSTEM: Unit 1:** 11, 12, 15, 19, 21, 22, 23, 36, 45, 46, 49, 50, 51, 61, 62, 65, 68, 83, 84, 88, 92, 99, 100, 106 **Unit 2:** 124, 127, 128, 132, 140, 146, 153, 175 **Unit 3:** 5, 16, 19, 22, 68, 97, 99 **Unit 4**: 135, 158, 196, 203 **Unit 5:** 11, 13, 28, 33, 51, 89 **Unit 6:** 205 **Unit 7:** 13, 46, 68, 84 **Unit 8:** 162, 170, 184, 187, 200, 208, 225

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ELD.PII.1.3b	b) Use simple verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience) in shared language activities guided by the teacher and sometimes independently.	b) Use a growing number of verb tenses appropriate for the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) in shared language activities guided by the teacher and with increasing independence.	b) Use a wide variety of verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict) in shared language activities guided by the teacher and independently.	**TEACHER RESOURCE SYSTEM: Unit 1:** 49, 92, 99, 106 **Unit 2:** 175 **Unit 3:** 16, 19, 22, 68, 97, 99, 109 **Unit 4:** 135, 158, 196, 203 **Unit 5:** 11, 13, 28, 33, 51, 89 **Unit 6:** 205 **Unit 7:** 46, 68, 84 **Unit 8:** 162, 170, 184, 187, 200, 208, 225
ELD.PII.1.4	***4. Using nouns and noun phrases*** Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and sometimes independently.	***4. Using nouns and noun phrases*** Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and with increasing independence.	***4. Using nouns and noun phrases*** Expand noun phrases in a wide variety of ways (e.g., adding a variety of adjectives to noun phrases) in order to enrich the meaning of phrases/ sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and independently.	**TEACHER RESOURCE SYSTEM: Unit 1:** 4, 8, 27, 53, 54, 57, 58, 59, 67, 71, 81, 96 **Unit 2:** 121, 131, 139, 158, 169, 187, 207 **Unit 3:** 15, 24, 29, 33, 84, 87, 102 **Unit 4:** 132, 140, 229 **Unit 5:** 4, 15, 59, 109 **Unit 6:** 167, 187 **Unit 7:** 16, 33, 71, 96 **Unit 8:** 129, 132 **Unit 9:** 92 **Unit 10:** 127, 162

ELD.PII.1.5	***5. Modifying to add details*** Expand sentences with frequently used prepositional phrases (such as *in the house* , *on the boat*) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.	***5. Modifying to add details*** Expand sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process in shared language activities guided by the teacher and with increasing independence.	***5. Modifying to add details*** Expand simple and compound sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) in shared language activities guided by the teacher and independently.	**TEACHER RESOURCE SYSTEM: Unit 3:** 92, 96, 100, 110, 115 **Unit 5:** 62, 92 **Unit 8:** 136, 143, 212 **Unit 9:** 54

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C. Connecting and Condensing Ideas				
ELD.PII.1.6	***6. Connecting ideas*** Combine clauses in a few basic ways to make connections between and to join ideas (e.g., creating compound sentences using *and, but, so*) in shared language activities guided by the teacher and sometimes independently.	***6. Connecting ideas*** Combine clauses in an increasing variety of ways to make connections between and to join ideas, for example, to express cause/effect (e.g., *She jumped because the dog barked.*), in shared language activities guided by the teacher and with increasing independence.	***6. Connecting ideas*** Combine clauses in a wide variety of ways (e.g., rearranging complete, simple-to-form compound sentences) to make connections between and to join ideas (e.g., *The boy was hungry. The boy ate a sandwich. -> The boy was hungry so he ate a sandwich.*) in shared language activities guided by the teacher and independently.	**TEACHER RESOURCE SYSTEM: Unit 1:** 7, 29, 30, 42, 74, 91, 105 **Unit 2:** 137, 151, 161, 171, 174, 197, 199, 208, 225 **Unit 3:** 21, 23, 35, 43, 58, 59, 62, 65, 71, 73, 74, 88, 91, 105, 106 **Unit 4:** 137, 139, 159, 161, 168, 174, 175, 178, 181, 197, 199, 212, 213, 216, 221 **Unit 5:** 5, 7, 20, 23, 34, 42, 43, 44, 81, 83, 90, 96, 115 **Unit 6:** 121, 123, 129, 131, 137, 146, 151, 152, 158, 159, 161, 174, 177, 184, 189, 197, 212, 213, 221 **Unit 7:** 89 **Unit 8:** 137, 144, 158, 169, 183, 196, 207 **Unit 9:** 7, 16, 61, 67, 83, 88, 99 **Unit 10:** 177, 178, 181, 201, 217

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ELD.PII.1.7	***7. Condensing ideas*** Condense clauses in simple ways (e.g., changing: *I like blue. I like red. I like purple -> I like blue, red, and purple.*) to create precise and detailed sentences in shared language activities guided by the teacher and sometimes independently.	***7. Condensing ideas*** Condense clauses in a growing number of ways (e.g., through embedded clauses as in, *She's a doctor. She saved the animals. -> She's the doctor who saved the animals.*) to create precise and detailed sentences in shared language activities guided by the teacher and with increasing independence.	***7. Condensing ideas*** Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing, for example, through embedded clauses as in *She's a doctor. She's amazing. She saved the animals. -> She's the amazing doctor who saved the animals.*) to create precise and detailed sentences in shared language activities guided by the teacher and independently.	**TEACHER RESOURCE SYSTEM: Unit 7:** 16, 33, 36, 92 **Unit 8:** 132 **Unit 10:** 132, 184

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Part III: Using Foundational Literacy Skills		
Print Concepts		
ELD.PIII.1.RF.1	Demonstrate understanding of the organization and basic features of print	
ELD.PIII.1.RF.1a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	**TEACHER RESOURCE SYSTEM: Unit 1:** 6–7, 8–9, 16–17, 24–25, 30–31, 36–37, 44–45, 46–47, 54–55, 62–63, 68–69, 82–83, 84–85, 89, 92–93, 100–101, 106–107 **Unit 2:** 121, 124–125, 128, 132–133, 136, 140–141, 143, 146–147, 149, 152–153, 159, 162–163, 166, 170–171, 174, 178–179, 181, 184–185, 187, 197, 198–199, 200–201, 204, 208–209, 212, 216–217, 219, 222–223, 225 **Unit 3:** 5, 8–9, 16–17, 20, 24–25, 27, 30–31, 33, 36–37, 43, 46–47, 54–55, 58, 65, 68–69, 81, 84–85, 92–93, 96, 100–101, 103, 106–107 **Unit 4:** 121, 122–123, 124–125, 130–131, 132–133, 137, 140–141, 146–147, 152–153, 159, 160–161, 162–163, 170–171, 178–179, 184–185, 197, 198–199, 200–201, 208–209, 222–223 **Unit 5:** 5, 8–9, 16–17, 30–31, 36–37, 42, 46–47, 48–49, 54–55, 62–63, 66–67, 81, 82–83, 84–85, 92–93, 100–101, 106–107 **Unit 6:** 121, 122–123, 124–125, 128, 132–133, 136, 140–141, 143, 146–147, 149, 152–153, 159, 160–161, 162–163, 166, 174, 178–179, 180, 181, 184–185, 187, 190–191, 197, 198–199, 200–201, 204, 208–209, 212, 216–217, 219, 222–223, 225, 226–227 **Unit 7:** 5, 6–7, 12, 16–17, 20, 24–25, 27, 29, 30–31, 34–35, 36–37, 44–45, 46–47, 50–51, 52–53, 54–55, 58, 60–61, 62–63, 65, 68–69, 71, 81, 82–83, 84–85, 88, 92–93, 96, 100–101, 103, 106–107, 109 **Unit 8:** 121, 122–123, 124–125, 128, 130–131, 132–133, 136, 137, 140–141, 143, 146–147, 149, 150–151, 152–153, 159, 160–161, 162–163, 166, 168–169, 170–171, 174, 178–179, 181, 184–185, 187, 197, 198–199, 200–201, 204, 206–207, 208–209, 212, 216–217, 219, 222–223, 225 **Unit 9:** 8–9, 16–17, 21, 24–25, 30–31, 34–35, 36–37, 43, 46–47, 50, 54–55, 58, 62–63, 65, 68–69, 71, 72–73, 81, 82–83, 84–85, 88, 92–93, 96, 100–101, 106–107, 109, 110–111 **Unit 10:** 122–123, 124–125, 132–133, 140–141, 146–147, 152–153, 162–163, 170–171, 178–179, 184–185, 190–191, 197, 198–199, 200–201, 208–209, 216–217, 222–223

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Phonological Awareness		
ELD.PIII.1.RF.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
ELD.PIII.1.RF.2a	Distinguish long from short vowel sounds in spoken single-syllable words.	**TEACHER RESOURCE SYSTEM: Unit 1:** 12–13, 26, 48–49, 50–51, 81, 88, 112–113 **Unit 2:** 121, 128, 159, 174, 181, 197 **Unit 4:** 166 **Unit 5:** 10–11, 26, 38–39, 56–57, 64, 70, 76–77, 88 **Unit 6:** 126–127, 134–135, 142, 148, 154–155, 159, 164–165, 166, 172–173, 186, 192–193, 200–201, 202–203, 204, 210–211, 218, 224, 228–229 **Unit 7:** 10–11, 26, 38–39, 48–49, 56–57, 76–77, 86–87, 94–95, 112–113 **Unit 9:** 86–87
ELD.PIII.1.RF.2b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	**TEACHER RESOURCE SYSTEM: Unit 1:** 10–11, 18–19, 26, 32, 38–39, 56–57, 64, 70, 76–77, 86–87, 94–95, 102, 108, 112–113 **Unit 2:** 126–127, 134–135, 142, 148, 154–155, 164–165, 172–173, 180, 186, 192–193, 202–203, 204, 210–211, 218, 228–229 **Unit 3:** 5, 18–19, 26, 32, 38–39, 43, 48–49, 50, 56–57, 64, 94–95, 102 **Unit 4:** 121, 126–127, 142, 148, 154–155, 164–165, 172–173, 180, 186, 192–193, 202–203, 204, 210–211, 218, 224, 228–229 **Unit 5:** 5, 18–19, 32, 38–39, 56–57, 86–87, 94–95, 102 **Unit 6:** 134–135, 172–173, 210–211 **Unit 7:** 10–11, 18–19, 26, 32, 38–39, 56–57, 64, 70, 76–77, 94–95, 108, 112–113 **Unit 8:** 126–127, 134–135, 142, 148, 154–155, 164–165, 172–173, 180, 186, 192–193, 202–203, 210–211, 218, 224, 228–229 **Unit 9:** 10–11, 18–19, 32, 38–39, 48–49, 56–57, 70, 76–77, 94–95, 108 **Unit 10:** 126–127, 134–135, 148, 154–155, 164–165, 172–173, 186, 192–193, 202–203, 210–211, 224

ELD.PIII.1.RF.2c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	**TEACHER RESOURCE SYSTEM: Unit 1:** 5, 10–11, 18–19, 38–39, 48–49, 56–57, 76–77, 86–87, 94–95, 102, 112–113 **Unit 2:** 126–127, 134–135, 142, 154–155, 164–165, 172–173, 180, 192–193, 202–203, 210–211, 218, 228–229 **Unit 3:** 10–11, 12, 18–19, 26, 38–39, 48–49, 56–57, 64, 70, 76–77, 86–87, 94–95, 112–113 **Unit 4:** 126–127, 134–135, 142, 164–165, 172–173, 180, 202–203, 210–211, 218 **Unit 5:** 10–11, 26, 38–39, 43, 48–49, 64, 76–77, 86–87, 94–95, 102 **Unit 6:** 121, 126–127, 128, 142, 154–155, 159, 164–165, 180, 192–193, 202–203, 218 **Unit 7:** 10–11, 18–19, 26, 48–49, 56–57, 76–77, 86–87, 94–95, 102, 112–113 **Unit 8:** 126–127, 128, 134–135, 142, 148, 159, 164–165, 166, 172–173, 180, 181, 197, 202–203, 204, 210–211, 218, 224 **Unit 9:** 5, 10–11, 12, 18–19, 38–39, 43, 48–49, 50, 56–57, 58, 64, 65, 76–77, 81, 86–87, 88, 94–95, 96, 102, 112–113 **Unit 10:** 126–127, 134–135, 154–155, 164–165, 172–173, 180, 192–193, 202–203, 210–211, 218, 228–229
ELD.PIII.1.RF.2d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	**TEACHER RESOURCE SYSTEM: Unit 1:** 26, 38–39, 64, 76–77, 112–113 **Unit 2:** 142, 192–193, 218, 228–229 **Unit 3:** 70, 76–77, 112–113 **Unit 4:** 134–135, 154–155, 192–193, 228–229 **Unit 5:** 112–113 **Unit 6:** 228–229 **Unit 7:** 64, 102 **Unit 8:** 154–155, 192–193, 228–229 **Unit 9:** 10–11, 26, 76–77, 102, 112–113 **Unit 10:** 142, 180
Phonics and Word Recognition		
ELD.PIII.1.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA	
ELD.PIII.1.RF.3a	Know the spelling-sound correspondences for common consonant digraphs.	**TEACHER RESOURCE SYSTEM: Unit 4:** 126–127, 128, 142, 148, 154–155, 159, 164–165, 180, 186, 192–193, 197, 228–229 **Unit 10:** 128, 197

ELD.PIII.1.RF.3b	Decode regularly spelled one-syllable words.	**TEACHER RESOURCE SYSTEM: Unit 1:** 10–11, 18–19, 26, 32, 38–39, 48–49, 56–57, 64, 70, 76–77, 86–87, 94–95, 102, 108, 112–113 **Unit 2:** 126–127, 134–135, 142, 148, 154–155, 164–165, 172–173, 180, 186, 192–193, 202–203, 210–211, 218, 224 **Unit 3:** 10–11, 18–19, 26, 32, 38–39, 48–49, 56–57, 64, 70, 76–77, 86–87, 94–95, 102, 108, 112–113 **Unit 4:** 126–127, 134–135, 142, 148, 154–155, 172–173, 180, 186, 192–193, 202–203, 210–211, 218, 224, 228–229 **Unit 5:** 10–11, 18–19, 26, 32, 38–39, 48–49, 56–57, 64, 70, 76–77, 86–87, 94–95, 102, 108, 112–113 **Unit 6:** 126–127, 134–135, 142, 148, 154–155, 164–165, 172–173, 180, 186, 192–193, 202–203, 210–211, 218, 224, 228–229 **Unit 7:** 10–11, 18–19, 26, 38–39, 48–49, 56–57, 64, 70, 76–77, 86–87, 94–95, 102, 108, 112–113 **Unit 8:** 126–127, 134–135, 142, 148, 154–155, 164–165, 172–173, 180, 186, 192–193, 202–203, 210–211, 218, 224, 228–229 **Unit 9:** 10–11, 18–19, 26, 32, 38–39, 48–49, 56–57, 64, 70, 76–77, 86–87, 94–95, 102, 108, 112–113 **Unit 10:** 126–127, 134–135, 142, 148, 154–155, 164–165, 172–173, 180, 186, 192–193, 202–203, 210–211, 218, 224, 228–229
ELD.PIII.1.RF.3c	Know final -e and common vowel team conventions for representing long vowel sounds.	**TEACHER RESOURCE SYSTEM: Unit 3:** 12 **Unit 5:** 12, 18–19, 26, 32, 38–39, 48–49, 50, 56–57, 64, 70, 76–77, 81, 94–95, 112–113 **Unit 6:** 126–127, 128, 142, 148, 154–155, 164–165, 166, 172–173, 180, 186, 192–193, 202–203, 210–211, 218, 224, 228–229 **Unit 7:** 5, 12, 43, 50–51, 81, 86–87, 88, 94–95, 102, 103, 108, 112–113 **Unit 8:** 121 **Unit 10:** 121, 204
ELD.PIII.1.RF.3d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	**TEACHER RESOURCE SYSTEM: Unit 4:** 172–173, 192–193 **Unit 6:** 134–135 **Unit 7:** 94–95, 112–113 **Unit 8:** 154–155, 192–193, 210–211, 228–229 **Unit 9:** 18–19, 38–39, 56–57, 76–77, 94–95, 112–113 **Unit 10:** 172–173, 192–193, 210–211, 228–229
ELD.PIII.1.RF.3e	Decode two-syllable words following basic patterns by breaking the words into syllables.	**TEACHER RESOURCE SYSTEM: Unit 4:** 172–173, 186, 192–193, 224 **Unit 6:** 134–135, 154–155 **Unit 7:** 94–95, 112–113 **Unit 8:** 134–135, 154–155, 210–211, 228–229 **Unit 9:** 18–19, 38–39, 56–57, 76–77, 94–95, 112–113 **Unit 10:** 172–173, 192–193, 210–211, 228–229
ELD.PIII.1.RF.3f	Read words with inflectional endings.	**TEACHER RESOURCE SYSTEM: Unit 2:** 172–173, 192–193 **Unit 6:** 172–173, 192–193, 210–211, 228–229 **Unit 9:** 18–19, 38–39

ELD.PIII.1.RF.3g	Recognize and read grade-appropriate irregularly spelled words.	**TEACHER RESOURCE SYSTEM: Unit 1:** 10–11, 12–13, 18–19, 26, 32, 38–39, 48–49, 50–51, 56–57, 64, 65, 70, 76–77, 86–87, 88, 94–95, 102, 108, 112–113 **Unit 2:** 126–127, 128, 134–135, 142, 148, 154–155, 164–165, 166, 172–173, 180, 186, 192–193, 202–203, 204, 210–211, 218, 224, 228–229 **Unit 3:** 10–11, 12, 18–19, 26, 32, 38–39, 48–49, 50, 56–57, 64, 70, 76–77, 86–87, 88, 94–95, 102, 108, 112–113 **Unit 4:** 126–127, 128, 134–135, 142,148, 154–155, 164–165, 166, 172–173, 180, 186, 192–193, 202–203, 204, 210–211, 218, 224, 228–229 **Unit 5:** 5, 12, 18–19, 26, 32, 38–39, 48–49, 50, 56–57, 64, 70, 76–77, 81, 86–87, 88, 94–95, 102, 108, 112–113 **Unit 6:** 126–127, 128, 134–135, 142, 148, 154–155, 159, 164–165, 166, 172–173, 174, 180, 186, 192–193, 202–203, 204, 210–211, 212, 218, 224, 228–229 **Unit 7:** 10–11, 12, 18–19, 26, 32, 38–39, 48–49, 50–51, 56–57, 64, 70, 76–77, 86–87, 88, 94–95, 102, 108, 112–113 **Unit 8:** 126–127, 128, 134–135, 138, 142, 148, 154–155, 164–165, 166, 172–173, 180, 186, 192–193, 202–203, 204, 210–211, 218, 224, 228–229 **Unit 9:** 10–11, 12, 18–19, 26, 32, 38–39, 48–49, 56–57, 64, 70, 76–77, 86–87, 94–95, 102, 108, 112–113 **Unit 10:** 126–127, 128, 134–135, 142, 148, 154–155, 164–165, 166, 172–173, 180, 186, 192–193, 202–203, 204, 210–211, 218, 224, 228–229

Benchmark Advance **Grade 1**

Integrated English Language Development Correlation to the California English Language Development Standards

Fluency		
ELD.PIII.1.RF.4	Read with sufficient accuracy and fluency to support comprehension.	
ELD.PIII.1.RF.4a	Read on-level text with purpose and understanding.	**TEACHER RESOURCE SYSTEM: Unit 1:** 5, 12–13, 20, 27, 32, 33, 38–39, 43, 50–51, 58, 65, 70, 71, 76–77, 81, 88, 89, 96–97, 103, 108, 109, 112–113 **Unit 2:** 121, 128, 136, 143, 148, 149, 154–155, 159, 166, 174, 181, 186, 187, 192–193, 197, 204, 212, 219, 225, 228–229 **Unit 3:** 5, 12, 20, 27, 32, 33, 36–37, 38–39, 43, 50, 58, 65, 70, 71, 76–77, 81, 88, 96, 103, 108, 109, 112–113 **Unit 4:** 121, 128, 136, 143, 148, 149, 154–155, 159, 166, 174, 181, 186, 187, 192–193, 197, 204, 212, 219, 224, 225, 228–229 **Unit 5:** 5, 12, 20, 27, 32, 33, 38–39, 43, 50, 58, 65, 70, 71, 76–77, 80, 88, 96, 103, 108, 109, 112–113 **Unit 6:** 121, 128, 136, 143, 148, 149, 154–155, 159, 166, 170–171, 174, 181, 186, 187, 192–193, 197, 204, 212, 219, 225, 228–229 **Unit 7:** 5, 8–9, 12, 20, 27, 32, 33, 38–39, 43, 50–51, 58, 65, 70, 71, 76–77, 81, 88, 96, 103, 108, 109, 112–113 **Unit 8:** 121, 128, 136, 143, 149, 154–155, 159, 166, 174, 181, 187, 192–193, 197, 204, 212, 219, 225, 228–229 **Unit 9:** 5, 12, 20, 27, 32, 33, 38–39, 43, 50, 58, 65, 70, 71, 76–77, 81, 88, 96, 108, 109, 112–113 **Unit 10:** 121, 128, 136, 143, 148, 149, 154–155, 159, 166, 174, 181, 186, 187, 192–193, 197, 204, 212, 219, 224, 225, 228–229
ELD.PIII.1.RF.4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	**TEACHER RESOURCE SYSTEM: Unit 1:** 5, 12–13, 20, 27, 33, 38–39, 43, 50–51, 58, 65, 71, 76–77, 81, 88, 89, 96–97, 103, 109, 112–113 **Unit 2:** 121, 128, 136, 143, 149, 154–155, 159, 166, 174, 181, 187, 192–193, 197, 204, 212, 219, 225, 228–229 **Unit 3:** 5, 12, 20, 27, 33, 36–37, 38–39, 43, 50, 58, 65, 70, 71, 76–77, 81, 88, 96, 103, 109, 112–113 **Unit 4:** 121, 128, 136, 143, 149, 154–155, 159, 166, 174, 181, 187, 192–193, 197, 204, 212, 219, 225, 228–229 **Unit 5:** 5, 12, 20, 27, 33, 38–39, 43, 50, 58, 65, 71, 76–77, 80, 88, 96, 103, 109, 112–113 **Unit 6:** 121, 128, 136, 143, 149, 154–155, 159, 166, 174, 181, 187, 192–193, 197, 204, 212, 219, 225, 228–229 **Unit 7:** 5, 12, 20, 27, 33, 38–39, 43, 50–51, 58, 65, 71, 76–77, 81, 88, 96, 103, 109, 112–113 **Unit 8:** 121, 128, 136, 143, 149, 154–155, 159, 166, 174, 181, 187, 192–193, 197, 204, 212, 219, 225, 228–229 **Unit 9:** 5, 12, 20, 27, 33, 38–39, 43, 50, 58, 65, 71, 76–77, 81, 88, 96, 109, 112–113 **Unit 10:** 121, 128, 136, 143, 149, 154–155, 159, 166, 174, 181, 187, 192–193, 197, 204, 212, 219, 225, 228–229

ELD.PIII.1.RF.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**TEACHER RESOURCE SYSTEM: Unit 1:** 22, 59, 89 **Unit 2:** 128, 143, 159, 166, 174, 181, 187, 197, 204, 219 **Unit 3:** 12, 43, 50, 58, 65, 71, 88, 109 **Unit 4:** 128, 159, 166, 174, 175, 181, 187, 204, 213, 219 **Unit 5:** 12, 27, 33, 43, 50, 58, 65, 71, 88, 96, 103 **Unit 6:** 129, 159, 166, 174, 175, 181, 204 **Unit 7:** 50–51, 65, 71 **Unit 8:** 159, 166, 174, 175, 181, 187 **Unit 10:** 128, 144, 159, 166, 174, 175, 181, 187, 205, 219

Benchmark Advance **Grade 2**

Integrated English Language Development Correlation to the California English Language Development Standards

Part 1: Interacting in Meaningful Ways				
A. Collaborative	**Emerging**	**Expanding**	**Bridging**	**Benchmark Advance**
ELD.PI.2.1	***Exchanging information and ideas*** Contribute to conversations and express ideas by asking and answering *yes-no* and *wh-* questions and responding using gestures, words, and learned phrases.	***Exchanging information and ideas*** Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.	***Exchanging information and ideas*** Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, adding pertinent information, building on responses, and providing useful feedback.	**TEACHER RESOURCE SYSTEM: Unit 1:** 5, 9, 10, 31, 39, 46, 49, 50, 57, 77, 78, 84, 87, 95, 114, 119 **Unit 2:** 125, 130, 159, 170, 197, 204, 239 **Unit 3:** 5, 13, 14, 39, 55, 57, 65, 72, 93, 96, 119 **Unit 4:** 125, 126, 129, 134, 138, 145, 167, 183, 184, 186, 190, 208, 239 **Unit 5:** 5, 11, 15, 31, 39, 51, 84, 85, 101, 119 **Unit 6:** 125, 129, 138, 146, 151, 153, 157, 159, 163, 166, 167, 171, 182, 183, 186, 197, 198, 201, 204, 205, 209 **Unit 7:** 5, 7, 15, 18, 26, 37, 39, 46, 47, 49, 57, 58, 65, 71, 77, 84, 87, 95, 96, 101, 109, 119 **Unit 8:** 125, 130, 133, 141, 167, 171, 173, 177, 178, 180, 186, 191, 192, 198, 201, 207, 213, 219, 220, 224, 227, 231, 233, 239 **Unit 9:** 5, 9, 10, 13, 14, 15, 17, 23, 25, 29, 31, 33, 37, 39, 40, 43, 47, 57, 61, 62, 65, 71, 72, 75, 77, 78, 84, 85, 87, 89, 97, 99, 100, 101, 104, 109, 116, 117, 119 **Unit 10:** 125, 129, 130, 134, 138, 145, 146, 149, 151, 159, 160, 162, 166, 169, 172, 175, 183, 185, 192, 195, 198, 204, 208, 211, 215, 218, 220, 230, 233, 238
ELD.PI.2.2	***Interacting via written English*** Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.	***Interacting via written English*** Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc	***Interacting via written English*** Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	**TEACHER RESOURCE SYSTEM: Unit 1:** 26, 34, 110 **Unit 2:** 146, 154, 192 **Unit 3:** 10, 34, 40, 50, 58, 66, 72, 78, 87, 88, 95, 99, 105, 113, 114 **Unit 4:** 161, 198, 234 **Unit 5:** 26, 40, 72 **Unit 6:** 135, 145, 146, 154, 160, 169, 171, 177, 181, 186, 204, 209, 223, 224, 233, 234 **Unit 7:** 34, 66, 71, 72, 103, 104, 109, 110 **Unit 8:** 146, 211, 234 **Unit 9:** 7, 14, 18, 21, 26, 34, 40, 57, 58, 66, 81, 89, 91 **Unit 10:** 132, 141, 143, 153, 172, 182, 201, 234
ELD.PI.2.3	***Offering opinions*** Offer opinions and negotiate with others in conversations using learned phrases (e.g., *I think X* .), as well as open responses, in order to gain and/or hold the floor.	***Offering opinions*** Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., *I agree with X, but X* .), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, etc.	***Offering opinions*** Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., *That's a good idea, but X*), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.	**TEACHER RESOURCE SYSTEM: Unit 1:** 18 **Unit 2:** 138 **Unit 3:** 7, 10, 14, 17, 21, 23, 39, 46, 53, 66, 71, 77, 109, 113 **Unit 4:** 146, 152, 159, 166, 178, 184, 196, 218, 222, 224, 227, 228 **Unit 5:** 89 **Unit 6:** 130, 185, 205 **Unit 7:** 71, 75, 95 **Unit 8:** 143, 160, 171, 186, 192, 223 **Unit 9:** 5, 33, 34, 95 **Unit 10:** 154, 170, 191, 198, 207
ELD.PI.2.4	***Adapting language choices*** Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom) with substantial support from peers or adults.	***Adapting language choices*** Adjust language choices (e.g., vocabulary, use of dialogue, etc.) according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peers versus adults) with moderate support from peers or adults.	***Adapting language choices*** Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher) with light support from peers or adults.	**TEACHER RESOURCE SYSTEM: Unit 1:** 183 **Unit 3:** 5, 15, 23, 84 **Unit 5:** 62 **Unit 6:** 183, 192, 224 **Unit 7:** 31, 63 **Unit 8:** 133, 134, 141, 163, 219 **Unit 9:** 26 **Unit 10:** 135, 221

Benchmark Advance **Grade 2**

Integrated English Language Development Correlation to the California English Language Development Standards

B. Interpretive	**Emerging**	**Expanding**	**Bridging**	**Benchmark Advance**
ELD.PI.2.5	***Listening actively*** Demonstrate active listening to read-alouds and oral presentations by asking and answering basic questions with oral sentence frames and substantial prompting and support.	***Listening actively*** Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with oral sentence frames and occasional prompting and support.	***Listening actively*** Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.	**TEACHER RESOURCE SYSTEM: Unit 1:** 7, 9, 17, 18, 29, 47, 49, 57, 58, 84, 85, 87, 93, 95, 96, 107 **Unit 2:** 127, 129, 137, 138, 149, 157, 167, 169, 175, 177, 178, 181, 205, 207, 213, 215, 216, 219, 227, 229 **Unit 3:** 5, 55, 93, 119 **Unit 4:** 126, 134, 167, 185, 190, 205, 207 **Unit 5:** 5, 9, 15, 17, 18, 37, 46, 49, 55, 57, 58, 61, 63, 75, 87, 95, 96, 99, 101, 103, 107, 109 **Unit 6:** 125, 127, 141, 149, 173 **Unit 7:** 5, 7, 14, 21, 23, 26, 29, 34, 37, 39, 43, 46, 47, 49, 57, 62, 65, 75, 77, 84, 85, 87, 91, 95, 101 **Unit 8:** 130, 143, 146, 160, 167, 205, 209, 213, 220, 224, 239 **Unit 9:** 5, 9, 13, 21, 23, 29, 43, 46, 49, 53, 55, 61, 84, 85, 93, 95, 99, 100, 101, 111, 117, 119 **Unit 10:** 125, 126, 137, 149, 160, 166, 183, 189, 191, 197, 205, 216, 229, 230, 238
ELD.PI.2.6	***Reading/viewing closely*** Describe ideas, phenomena (e.g., plant life cycle), and text elements (e.g., main idea, characters, events) based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.	***Reading/viewing closely*** Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.	***Reading/viewing closely*** Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.	**TEACHER RESOURCE SYSTEM: Unit 1:** 17, 25, 58, 63, 65, 66 **Unit 2:** 135, 137, 143, 145, 166, 185, 186, 191, 204, 223, 229 **Unit 3:** 7, 15, 17, 25, 31, 46, 49, 58, 71, 87, 95, 103 **Unit 4:** 130, 135, 146, 174, 177, 178, 208, 212, 215, 224 **Unit 5:** 9, 11, 17, 23, 25, 31, 33, 46, 57, 63, 65, 66, 71, 75, 77, 84, 85, 103, 107, 109 **Unit 6:** 129, 135, 138, 143, 166, 167, 178, 182, 191, 207, 213, 215, 216, 223, 229 **Unit 7:** 15, 17, 25, 37, 39, 49, 58, 65, 77, 87, 95, 96, 100, 101 **Unit 8:** 127, 129, 137, 138, 145, 149, 153, 157, 159, 166, 169, 175, 177, 178, 180, 185, 191, 197, 207, 214, 217, 220, 227, 231, 233, 234, 237 **Unit 9:** 7, 9, 13, 14, 15, 18, 21, 25, 29, 31, 33, 37, 39, 40, 43, 46, 49, 51, 55, 62, 63, 65, 66, 69, 71, 72, 77, 78, 87, 93, 103, 108, 109, 113 **Unit 10:** 129, 130, 132, 134, 137, 138, 141, 143, 145, 151, 153, 157, 159, 162, 167, 169, 175, 177, 182, 185, 186, 195, 204, 215, 223, 224, 227, 233, 234
ELD.PI.2.7	***Evaluating language choices*** Describe the language writers or speakers use to present an idea (e.g., the words and phrases used to describe a character) with prompting and substantial support.	***Evaluating language choices*** Describe the language writers or speakers use to present or support an idea (e.g., the author's choice of vocabulary or phrasing to portray characters, places, or real people) with prompting and moderate support.	***Evaluating language choices*** Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary used to present evidence is strong enough) with light support.	**TEACHER RESOURCE SYSTEM: Unit 1:** 7 **Unit 2:** 127, 183 **Unit 3:** 33, 63, 84, 101 **Unit 4:** 136, 143, 150, 195, 204, 221 **Unit 5:** 34, 62 **Unit 6:** 137, 151, 169, 178, 185, 198, 221 **Unit 7:** 31, 63, 85, 100, 107, 113 **Unit 8:** 135, 154, 184, 204, 221 **Unit 9:** 10, 17, 23, 63, 108, 113, 116 **Unit 10:** 135, 192, 208, 213, 223, 227, 229, 237
ELD.PI.2.8	***Analyzing language choices*** Distinguish how two different frequently-used words (e.g., describing a character as *happy* versus *angry*) produce a different effect on the audience.	***Analyzing language choices*** Distinguish how two different words with similar meaning (e.g., describing a character as *happy* versus *ecstatic)* produce shades of meaning and different effects on the audience.	***Analyzing language choices*** Distinguish how multiple different words with similar meaning (e.g., *pleased* versus *happy* versus *ecstatic, heard* or *knew* versus *believed)* produce shades of meaning and different effects on the audience.	**TEACHER RESOURCE SYSTEM: Unit 1:** 29, 101 **Unit 2:** 153, 183, 185, 221 **Unit 3:** 110 **Unit 4:** 154, 192, 230 **Unit 6:** 192 **Unit 7:** 62 **Unit 8:** 135, 149, 151, 184, 204, 221 **Unit 9:** 15, 26, 75 **Unit 10:** 146, 181, 205, 211, 213
C. Productive	**Emerging**	**Expanding**	**Bridging**	**Benchmark Advance**
ELD.PI.2.9	***Presenting*** Plan and deliver very brief oral presentations (e.g., recounting an experience, retelling a story, describing a picture).	***Presenting*** Plan and deliver brief oral presentations on a variety of topics (e.g., retelling a story, describing an animal).	***Presenting*** Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, recounting a science experiment, describing how to solve a mathematics problem).	**TEACHER RESOURCE SYSTEM: Unit 1:** 103, 119 **Unit 2:** 239 **Unit 3:** 9, 21, 31, 37, 43, 47, 57, 62, 65, 75, 81, 85, 96, 99, 100, 107, 117 **Unit 4:** 125, 136, 138, 157, 162, 170, 172, 174, 182, 186, 189, 200, 210, 212, 216, 220, 233, 236, 239 **Unit 5:** 119 **Unit 6:** 153, 157, 239 **Unit 7:** 46, 50, 55, 84, 119 **Unit 8:** 138, 229 **Unit 10:** 126, 157, 189, 197, 237

ELD.PI.2.10	***Writing*** Write very short literary texts (e.g., story) and informational texts (e.g., a description of a volcano) using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently.	***Writing*** Write short literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence	***Writing*** Write longer literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction), with peers and independently.	**TEACHER RESOURCE SYSTEM: Unit 1:** 34, 40, 66, 78, 110 **Unit 2:** 154, 160, 178, 186, 192, 198, 230, 234 **Unit 3:** 34, 40, 50, 66, 72, 78, 88, 105, 114 **Unit 4:** 161, 198, 234 **Unit 5:** 18, 34, 40, 58, 66, 72, 78, 110, 114 **Unit 6:** 154, 160, 177, 191, 197, 207, 213, 215, 230 **Unit 7:** 18, 66, 72, 103, 104, 110, 114 **Unit 8:** 198 **Unit 9:** 10, 58, 97, 104, 178, 186, 216, 224
ELD.PI.2.11	***Supporting opinions*** Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content).	***Supporting opinions*** Support opinions by providing good reasons and increasingly detailed textual evidence (e.g., providing examples from the text) or relevant background knowledge about the content.	***Supporting opinions*** Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from text) or relevant background knowledge about the content.	**TEACHER RESOURCE SYSTEM: Unit 1:** 88, 96, 104 **Unit 2:** 208, 216, 224, 230 **Unit 3:** 14 **Unit 4:** 152, 159, 166, 196, 222 **Unit 5:** 89, 96, 104, 110 **Unit 6:** 130, 230 **Unit 7:** 66, 72, 88, 103, 104, 110 **Unit 8:** 209, 223 **Unit 9:** 34, 103 **Unit 10:** 154, 170, 177, 207
ELD.PI.2.12a	***Selecting language resources*** a) Retell texts and recount experiences using key words.	***Selecting language resources*** a) Retell texts and recount experiences using complete sentences and key words.	***Selecting language resources*** a) Retell texts and recount experiences using increasingly detailed complete sentences and key words.	**TEACHER RESOURCE SYSTEM: Unit 1:** 33, 69, 77, 103, 109, 119 **Unit 2:** 129, 166, 239 **Unit 3:** 7, 9, 10, 15, 17, 21, 23, 25, 29, 33, 39, 43, 46, 47, 49, 53, 61, 62, 63, 69, 71, 84, 85, 91, 100, 101, 103, 109, 110 **Unit 4:** 126, 129, 132, 135, 140, 143, 145, 149, 150, 154, 162, 167, 172, 177, 180, 182, 183, 189, 192, 195, 200, 204, 205, 207, 208, 210, 215, 216, 218, 220, 221, 227, 228, 230, 233, 236 **Unit 5:** 5, 39, 46, 49, 71, 77, 119 **Unit 6:** 159 **Unit 7:** 50, 114, 119 **Unit 8:** 125, 137, 166, 169, 175, 182, 194, 195, 205, 211, 214, 217, 237 **Unit 9:** 111 **Unit 10:** 167, 178, 220
ELD.PI.2.12b	b) Use a select number of general academic and domain-specific words to add detail (e.g., adding the word *generous* to describe a character, using the word *lava* to explain volcanic eruptions) while speaking and writing.	b) Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word *suddenly* to signal a change), or create shades of meaning (e.g., *scurry* versus *dash)* while speaking and writing.	b) Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language (e.g., He was *as quick as a cricket* .) to create an effect, precision, and shades of meaning while speaking and writing.	**TEACHER RESOURCE SYSTEM: Unit 1:** 33, 40, 101, **Unit 2:** 153, 189, 221 **Unit 4:** 170 **Unit 7:** 9, 10, 23, 33 **Unit 8:** 127, 129, 134, 145, 151, 153, 154, 157, 159, 163, 166, 169, 175, 182, 194, 195, 229 **Unit 9:** 81, 91 **Unit 10:** 181, 201, 218, 221
Part II: Learning About How English Works				
A. Structuring Cohesive Texts	**Emerging**	**Expanding**	**Bridging**	**Benchmark Advance**
ELD.PII.2.1	***Understanding text structure*** Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	***Understanding text structure*** Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an information report is organized by topic and details) to comprehending texts and composing texts with increasing independence.	***Understanding text structure*** Apply understanding of how different text types are organized predictably to express ideas (e.g., a narrative versus an informative/explanatory text versus an opinion text) to comprehending and writing texts independently.	**TEACHER RESOURCE SYSTEM: Unit 1:** 10, 17, 25, 26, 29, 37, 39, 50, 63, 65, 66, 69, 71, 75, 77, 87, 88, 109 **Unit 2:** 127, 129, 130, 137, 145, 146, 149, 159, 170, 189, 197, 207, 208, 215 **Unit 3:** 31, 50, 55, 57, 77, 88, 96, 100, 103, 105, 109, 119 **Unit 4:** 125, 126, 135, 136, 138, 146, 159, 167, 170, 174, 178, 186, 196, 198, 207, 215, 222, 224, 228, 234, 239 **Unit 5:** 11, 25, 26, 34, 39, 40, 51, 87, 89, 95, 103, 107 **Unit 6:** 129, 146, 154, 171, 186, 197, 209, 223 **Unit 7:** 18, 25, 57, 88, 109 **Unit 8:** 143, 171, 198, 207, 209, 214, 217, 224, 227, 231, 233, 234 **Unit 9:** 7, 17, 18, 25, 31, 39, 51, 87, 89, 97, 104 **Unit 10:** 137, 167, 178, 185, 189, 195, 205, 237

ELD.PII.2.2	***Understanding cohesion*** Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., *today, then)* to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	***Understanding cohesion*** Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., *after a long time* , *first/next*) to comprehending texts and writing texts with increasing independence.	***Understanding cohesion*** Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., *for example, after that, suddenly*) to comprehending and writing texts independently.	**TEACHER RESOURCE SYSTEM: Unit 1:** 25, 34, 65, 69, 71, 75, 109, 110 **Unit 2:** 149, 154, 166, 169, 177, 181, 192, 195, 219, 229, 233 **Unit 3:** 34, 78 **Unit 4:** 161, 205 **Unit 5:** 46, 49, 57, 72, 99, 109 **Unit 6:** 135, 145 **Unit 7:** 17 **Unit 8:** 127, 137, 184 **Unit 9:** 37, 93, 116 **Unit 10:** 129, 153, 169, 175, 208, 215, 229
B. Expanding and Enriching Ideas	**Emerging**	**Expanding**	**Bridging**	**Benchmark Advance**
ELD.PII.2.3a	***Using verbs and verb phrases*** a) Use frequently used verbs (e.g., walk, run) and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and sometimes independently	***Using verbs and verb phrases*** a) Use a growing number of verb types (e.g., doing, saying, being/having, thinking/feeling) with increasing independence.	***Using verbs and verb phrases*** a) Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling) independently.	**TEACHER RESOURCE SYSTEM: Unit 2:** 183 **Unit 3:** 13, **Unit 4:** 183 **Unit 6:** 166, **Unit 7:** 5, 9, 10, 61 **Unit 8:** 221 **Unit 9:** 91 **Unit 10:** 166, 172, 183, 198, 227, 238
ELD.PII.2.3b	b) Use simple verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience) in shared language activities guided by the teacher and sometimes independently.	b) Use a growing number of verb tenses appropriate for the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) with increasing independence.	b) Use a wide variety of verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict) independently.	**TEACHER RESOURCE SYSTEM: Unit 2:** 195, 233 **Unit 4:** 154, 216**Unit 7:** 5, 53, 81 **Unit 10:** 204, 220, 233
ELD.PII.2.4	***Using nouns and noun phrases*** Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and to add details about ideas, people, things, etc., in shared language activities guided by the teacher and sometimes independently.	***Using nouns and noun phrases*** Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) in order to enrich the meaning of sentences and to add details about ideas, people, things, etc., with increasing independence.	***Using nouns and noun phrases*** Expand noun phrases in a variety of ways (e.g., adding comparative/superlative adjectives to nouns) in order to enrich the meaning of phrases/sentences and to add details about ideas, people, things, etc., independently.	**TEACHER RESOURCE SYSTEM: Unit 1:** 5, 10, 15, 33, 50, 113, 114 **Unit 2:** 125, 130, 135, 151, 153, 170, 185, 189, 195, 223, 233, 234 **Unit 3:** 13, 25, 33, 63, 101 **Unit 4:** 149, 227, 230 **Unit 5:** 5, 51, 61, 78, 113, 114 **Unit 6:** 125, 133, 177, 182, 183, 204, 233 **Unit 7:** 9, 10, 33, 43, 91, 99 **Unit 8:** 125, 130, 133, 138, 141, 146, 159, 173, 195, 201, 205, 211, 213, 237 **Unit 9:** 61, 69, 75, 81 **Unit 10:** 181, 182, 201, 211, 224
ELD.PII.2.5	***Modifying to add details*** Expand sentences with frequently used adverbials (e.g., prepositional phrases, such as *at school* , *with my friend*) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.	***Modifying to add details*** Expand sentences with a growing number of adverbials (e.g., adverbs, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process with increasing independence.	***Modifying to add details*** Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) independently.	**TEACHER RESOURCE SYSTEM: Unit 1:** 40, 62, 78, 100 **Unit 2:** 182, 191, 220 **Unit 5:** 33, 100 **Unit 6:** 157, 167, 198 **Unit 7:** 15, 88, 91, 114 **Unit 8:** 134, 157, 163, 194, 229 **Unit 9:** 47, 111 **Unit 10:** 213, 221, 230

C. Connecting and Condensing Ideas				
ELD.PII.2.6	***Connecting ideas*** Combine clauses in a few basic ways to make connections between and to join ideas (e.g., creating compound sentences using *and, but, so*) in shared language activities guided by the teacher and sometimes independently.	***Connecting ideas*** Combine clauses in an increasing variety of ways to make connections between and to join ideas, for example, to express cause/effect (e.g., *She jumped because the dog barked*) with increasing independence.	***Connecting ideas*** Combine clauses in a wide variety of ways (e.g., rearranging complete simple to form compound sentences) to make connections between and to join ideas (e.g., *The boy was hungry. The boy ate a sandwich. -> The boy was hungry so he ate a sandwich.*) independently.	**TEACHER RESOURCE SYSTEM: Unit 1:** 18, 46, 58, 84, 96, 104 **Unit 2:** 138, 143, 145, 151, 160, 178, 186, 191, 198, 204, 216, 224, 227, 230 **Unit 4:** 180 **Unit 5:** 17, 18, 25, 31, 33, 58, 65, 66, 71, 84, 85, 96, 104, 110 **Unit 6:** 130, 137, 151, 159, 160, 178, 191, 207, 213, 215, 229, 230, 234 **Unit 7:** 17 **Unit 8:** 151, 160, 166, 167, 175, 185, 191, 197, 204, 223, 239 **Unit 9:** 62, 63, 65, 69, 71, 72, 77, 78, 84, 99, 100, 101, 108, 109, 113, 117, 119 **Unit 10:** 125, 126, 132, 134, 135, 138, 141, 143, 145, 149, 151, 154, 157, 159, 160, 162, 170, 177, 186, 192, 207, 216, 223, 234
ELD.PII.2.7	***Condensing ideas*** Condense clauses in simple ways (e.g., changing: *It's green. It's red. -> It's green and red.*) to create precise and detailed sentences in shared language activities guided by the teacher and sometimes independently.	***Condensing ideas*** Condense clauses in a growing number of ways (e.g., through embedded clauses as in, *It's a plant. It's found in the rainforest. -> It's a green and red plant that's found in the rainforest.*) to create precise and detailed sentences with increasing independence.	***Condensing ideas*** Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing as in, *It's a plant. It's green and red. It's found in the tropical rainforest. -> It's a green and red plant that's found in the tropical rainforest.*) to create precise and detailed sentences independently.	**TEACHER RESOURCE SYSTEM: Unit 2:** 198 **Unit 3:** 110 **Unit 4:** 192 **Unit 5:** 65 **Unit 7:** 26, 69 **Unit 8:** 129, 135, 145, 149, 153, 154, 169, 177, 186 **Unit 9:** 58, 66, 85, 95, 103 **Unit 10:** 130, 146, 197, 218
Part III: Using Foundational Literacy Skills				
Phonics and Word Recognition				
ELD.PIII.2.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA (a–f)			
ELD.PIII.2.RF.3a	Distinguish long and short vowels when reading regularly spelled one-syllable words.			**TEACHER RESOURCE SYSTEM: Unit 1:** 6–7, 12–13, 14, 20–21, 22–23, 28, 29, 36, 42–43, 52–53, 60–61, 68, 74, 80–81, 85, 90–91, 100, 116–117 **Unit 2:** 132–133, 172–173, 200–201, 210–211, 236–237 **Unit 3:** 6–7, 12–13, 20–21, 42–43 **Unit 6:** 149 **Unit 7:** 22–23, 29 **Unit 8:** 142–143, 149 **Unit 9:** 29 **Unit 10:** 149
ELD.PIII.2.RF.3b	Know spelling-sound correspondences for additional common vowel teams.			**TEACHER RESOURCE SYSTEM: Unit 1:** 90–91, 92–93, 98–99, 106, 107, 112, 116–117 **Unit 2:** 126–127, 132–133, 134, 140–141, 142–143, 148, 149, 156, 167, 172–173, 174–175, 180–181, 188, 189, 194, 200–201, 205, 210–211, 212–213, 218–219, 220, 226, 227, 232, 236–237 **Unit 3:** 12–13, 14, 20–21, 28, 29, 36, 42–43, 47, 52–53, 60–61, 68, 74, 80–81, 90–91, 98–99, 106, 112, 116–117 **Unit 4:** 132–133, 140–141, 142–143, 148, 156, 162–163, 172–173, 180–181, 188, 189, 194, 200–201, 210–211, 218–219, 226, 232, 236–237 **Unit 5:** 22–23, 52–53, 54–55, 60–61, 68, 69, 74, 80–81, 85, 90–91, 92–93, 98–99, 106, 112, 116–117 **Unit 6:** 132–133, 134, 140–141, 148, 156, 162–163, 167, 174–175, 180–181, 188, 189, 194, 200–201, 210–211, 212–213, 218–219, 226, 232, 236–237 **Unit 7:** 12–13, 20–21, 28, 36, 42–43, 47, 52–53, 60–61, 62, 68, 74, 75, 80–81, 90–91, 98–99, 106, 112, 116–117 **Unit 8:** 126–127, 149, 172–173, 180–181, 188, 194, 200–201, 210–211, 218–219, 226, 232, 236–237 **Unit 9:** 12–13, 20–21, 22–23, 28, 36, 42–43, 113 **Unit 10:** 142–143

ELD.PIII.2.RF.3c	Decode regularly spelled two-syllable words with long vowels.	**TEACHER RESOURCE SYSTEM: Unit 1:** 52–53, 60–61, 68, 74, 80–81, 106, 112, 116–117 **Unit 2:** 148, 156, 188, 194, 200–201, 226, 232, 236–237 **Unit 3:** 6–7, 12–13, 20–21, 28, 36, 42–43, 68, 74, 80–81, 106, 112, 116–117 **Unit 4:** 140–141, 148, 156, 162–163, 188, 194, 200–201, 226, 232, 236–237 **Unit 5:** 6–7, 12–13, 14, 20–21, 28, 29, 36, 42–43, 47, 68, 74, 80–81, 100, 106, 112, 116–117 **Unit 6:** 132–133, 148, 156, 162–163, 188, 200–201, 226, 232, 236–237 **Unit 7:** 12–13, 20–21, 28, 36, 42–43, 52–53, 60–61, 68, 74, 80–81, 90–91, 98–99, 106, 112, 116–117 **Unit 8:** 172–173, 180–181, 188, 194, 200–201, 210–211, 218–219, 226, 232, 236–237 **Unit 9:** 12–13, 20–21, 28, 36, 42–43, 52–53, 60–61, 68, 74, 80–81, 112, 116–117 **Unit 10:** 156, 162–163, 172–173, 180–181, 188, 194, 200–201, 210–211, 218–219, 226, 232, 236–237
ELD.PIII.2.RF.3d	Decode words with common prefixes and suffixes.	**TEACHER RESOURCE SYSTEM: Unit 1:** 37, 112 **Unit 2:** 156, 194, 200–201, 232, 236–237 **Unit 3:** 22–23, 36, 37, 42–43, 74, 112, 116–117 **Unit 4:** 156, 162–163, 194, 200–201, 232, 236–237 **Unit 5**: 36, 37, 54–55, 74, 112 **Unit 6:** 156, 227, 232 **Unit 7:** 37, 90–91, 98–99, 106, 112, 116–117 **Unit 8:** 172–173, 180–181, 188, 194, 200–201, 210–211, 218–219, 226, 232, 236–237 **Unit 9:** 12–13, 20–21, 28, 36, 42–43, 47, 100 **Unit 10:** 172–173, 174–175, 180–181, 188, 189, 194, 195, 200–201, 205, 210–211, 212–213, 218–219, 220, 226, 227, 232, 236–237
ELD.PIII.2.RF.3e	Identify words with inconsistent but common spelling-sound correspondences.	**TEACHER RESOURCE SYSTEM: Unit 1:** 52–53, 54–55, 60–61, 68, 74, 80–81, 90–91, 98–99, 106, 112, 116–117 **Unit 2:** 132–133, 140–141, 148, 156, 172–173, 180–181, 188, 194, 200–201, 210–211, 218–219, 226, 232, 236–237 **Unit 3:** 12–13, 20–21, 28, 36, 42–43, 52–53, 60–61, 68, 74, 80–81, 90–91, 98–99, 106, 112, 116–117 **Unit 4:** 132–133, 140–141, 148, 162–163, 172–173, 180–181, 188, 194, 200–201, 210–211, 218–219, 226, 232, 236–237 **Unit 5:** 12–13, 20–21, 28, 36, 42–43, 52–53, 60–61, 68, 74, 80–81, 90–91, 98–99, 106, 112, 116–117 **Unit 6:** 132–133, 140–141, 148, 156, 162–163, 172–173, 180–181, 188, 194, 200–201, 210–211, 218–219, 226, 232, 236–237 **Unit 7:** 12–13, 20–21, 28, 36, 42–43, 52–53, 54–55, 60–61, 68, 74, 80–81, 90–91, 98–99, 106, 112, 116–117 **Unit 8:** 132–133, 140–141, 148, 156, 162–163, 172–173, 180–181, 188, 194, 200–201, 210–211, 218–219, 226, 232, 236–237 **Unit 9:** 6–7, 12–13, 20–21, 28, 36, 42–43, 52–53, 60–61, 68, 74, 80–81, 90–91, 92–93, 98–99, 106, 112, 116–117 **Unit 10:** 126–127, 132–133, 140–141, 148, 156, 162–163, 167, 172–173, 180–181, 188, 194, 200–201, 210–211, 218–219, 226, 232, 236–237 **READER'S THEATER HANDBOOK: Unit 5:** 57 **Unit 7:** 81, 82 **DESIGNATED ELD TEACHER RESOURCE SYSTEM: Unit 4:** 100–101 **Unit 5:** 130–131, 142–143 **Unit 10:** 282–283

ELD.PIII.2.RF.3f	Recognize and read grade-appropriate irregularly spelled words.	**TEACHER RESOURCE SYSTEM: Unit 1:** 12–13, 14, 20–21, 28, 29, 36, 42–43, 52–53, 54–55, 60–61, 68, 74, 80–81, 90–91, 92–93, 98–99, 106, 107, 112, 116–117 **Unit 2:** 132–133, 134, 140–141, 148, 156, 172–173, 174–175, 180–181, 188, 194, 200–201, 210–211, 212–213, 218–219, 226, 232, 236–237 **Unit 3:** 12–13, 14, 20–21, 28, 36, 42–43, 52–53, 54–55, 60–61, 68, 74, 80–81, 90–91, 92–93, 98–99, 106, 112, 116–117 **Unit 4:** 132–133, 134, 140–141, 148, 156, 162–163, 172–173, 174–175, 180–181, 188, 194, 200–201, 210–211, 212–213, 218–219, 226, 232, 236–237 **Unit 5:** 12–13, 14, 20–21, 28, 36, 42–43, 52–53, 54–55, 60–61, 68, 74, 80–81, 90–91, 92–93, 98–99, 106, 112, 116–117 **Unit 6:** 132–133, 134, 140–141, 148, 156, 162–163, 172–173, 174–175, 180–181, 188, 194, 200–201, 210–211, 212–213, 218–219, 226, 232, 236–237 **Unit 7:** 12–13, 14, 20–21, 28, 36, 42–43, 52–53, 54–55, 60–61, 68, 74, 80–81, 90–91, 92–93, 98–99, 106, 112, 116–117 **Unit 8:** 132–133, 134, 140–141, 148, 156, 162–163, 172–173, 174–175, 180–181, 188, 194, 200–201, 210–211, 212–213, 218–219, 226, 232, 236–237 **Unit 9:** 12–13, 14, 20–21, 28, 36, 42–43, 52–53, 54–55, 60–61, 68, 74, 80–81, 90–91, 92–93, 98–99, 106, 112, 116–117 **Unit 10:** 132–133, 134, 140–141, 148, 156, 162–163, 172–173, 174–175, 180–181, 188, 194, 200–201, 210–211, 212–213, 218–219, 226, 232, 236–237
Fluency		
ELD.PIII.2.RF.4	Read with sufficient accuracy and fluency to support comprehension. (a–c)	
ELD.PIII.2.RF.4a	Read on-level text with purpose and understanding.	**TEACHER RESOURCE SYSTEM: Unit 1:** 6–7, 14, 22–23, 29, 47, 54–55, 62, 69, 85, 92–93, 100, 107 **Unit 2:** 126–127, 134, 142–143, 149, 167, 174–175, 182, 189, 205, 212–213, 220, 227 **Unit 3:** 6–7, 14, 22–23, 29, 47, 54–55, 62, 69, 92–93, 100, 107 **Unit 4:** 126–127, 134, 142–143, 149, 167, 174–175, 182, 189, 205, 212–213, 220, 227 **Unit 5:** 6–7, 14, 22–23, 29, 47, 54–55, 62, 69, 85, 92–93, 100, 107 **Unit 6:** 126–127, 134, 142–143, 149, 167, 174–175, 182, 189, 205, 212–213, 220, 227 **Unit 7:** 6–7, 14, 22–23, 29, 47, 54–55, 62, 69, 85, 92–93, 100, 107 **Unit 8:** 126–127, 134, 142–143, 149, 167, 174–175, 182, 189, 205, 212–213, 220, 227 **Unit 9:** 6–7, 14, 22–23, 29, 47, 54–55, 62, 69, 85, 92–93, 100, 107 **Unit 10:** 126–127, 134, 142–143, 149, 167, 174–175, 182, 189, 205, 212–213, 220, 227
ELD.PIII.2.RF.4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	**TEACHER RESOURCE SYSTEM: Unit 1:** 6–7, 14, 22–23, 29, 47, 54–55, 62, 69, 75, 85, 92–93, 100, 107 **Unit 2:** 126–127, 134, 142–143, 149, 157, 167, 174–175, 182, 189, 195, 205, 212–213, 220, 227, 233 **Unit 3:** 14, 22–23, 29, 47, 54–55, 62, 69, 75, 92–93, 100, 107, 113 **Unit 4:** 126–127, 134, 142–143, 149, 157, 167, 174–175, 182, 189, 195, 205, 212–213, 220, 227, 233 **Unit 5:** 14, 22–23, 29, 37, 47, 54–55, 62, 69, 75, 85, 92–93, 100, 107, 113 **Unit 6:** 126–127, 134, 142–143, 149, 157, 167, 174–175, 182, 189, 195, 205, 212–213, 220, 227 **Unit 7:** 6–7, 14, 29, 47, 54–55, 62, 69, 85, 92–93, 100, 107 **Unit 8:** 126–127, 134, 142–143, 149, 157, 167, 174–175, 182, 189, 195, 205, 212–213, 220, 227, 233 **Unit 9:** 6–7, 14, 22–23, 29, 37, 47, 54–55, 62, 69, 75, 85, 92–93, 100, 107 **Unit 10:** 126–127, 134, 142–143, 149, 157, 167, 174–175, 182, 189, 195, 205, 212–213, 220, 227, 233

ELD.PIII.2.RF.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**TEACHER RESOURCE SYSTEM: Unit 1:** 6–7, 14, 22–23, 29, 47, 54–55, 62, 69, 85, 92–93, 100, 107 **Unit 2:** 126–127, 134, 142–143, 149, 167, 174–175, 182, 189, 205, 212–213, 220, 227 **Unit 3:** 6–7, 14, 29, 47, 54–55, 62, 69, 92–93, 100, 107 **Unit 4:** 126–127, 134, 142–143, 149, 167, 174–175, 182, 189, 205, 212–213, 220, 227 **Unit 5:** 6–7, 14, 22–23, 29, 47, 54–55, 62, 69, 85, 92–93, 100, 107 **Unit 6:** 126–127, 134, 142–143, 149, 167, 174–175, 182, 189, 205, 212–213, 220, 227 **Unit 7:** 6–7, 14, 22–23, 29, 47, 54–55, 62, 69, 85, 92–93, 100, 107 **Unit 8:** 126–127, 134, 142–143, 149, 167, 174–175, 182, 189, 205, 212–213, 220, 227 **Unit 9:** 6–7, 14, 22–23, 29, 47, 54–55, 62, 69, 85, 92–93, 100, 107 **Unit 10:** 126–127, 134, 142–143, 149, 167, 174–175, 182, 189, 195, 205, 212–213, 220, 227

Benchmark Advance **Grade 3**

Integrated English Language Development Correlation to the California English Language Development Standards

Part 1: Interacting in Meaningful Ways				
A. Collaborative	**Emerging**	**Expanding**	**Bridging**	**Benchmark Ready to Advance**
ELD.PI.3.1	***Exchanging information and ideas*** Contribute to conversations and express ideas by asking and answering *yes-no* and *wh-* questions and responding using short phrases.	***Exchanging information and ideas*** Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.	***Exchanging information and ideas*** Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.	**TEACHER RESOURCE SYSTEM: Unit 1:** 5, 15, 21, 23, 33, 38, 39, 70, 71, 73, 75, 77, 79 **Unit 2:** 103, 109, 111, 113, 115, 117, 119, 121, 123, 125, 127, 129, 136, 141, 145, 149, 151, 153, 155, 157, 159, 161, 163, 168, 169, 171, 173, 175, 177, 179, 181, 183, 185, 189, 193 **Unit 3:** 5, 7, 13, 19, 25, 38, 53, 65, 70, 71, 75, 85, 87, 89, 93, 97 **Unit 4:** 103, 109, 113, 123, 131, 136, 137, 141, 145, 147, 151, 153, 157, 161, 168, 169, 175, 183, 187, 193 **Unit 5:** 5, 9, 19, 27, 41, 45, 47, 59, 70, 71, 75, 81, 91 **Unit 6:** 103, 107, 109, 111, 115, 117, 121, 125, 137, 147, 149, 157, 163, 168, 169, 179, 183, 195 **Unit 7:** 5, 7, 17, 19, 21, 25, 33, 38, 39, 79, 87, 89, 91, 93, 95, 97 **Unit 8:** 103, 105, 109, 113, 117, 119, 121, 127, 131, 136, 137, 153, 157, 159, 163, 168, 169, 177, 183, 189 **Unit 9:** 9, 15, 17, 25, 27, 29, 31, 33, 39, 47, 49, 65, 70, 71, 75, 77, 83, 85, 87, 89 **Unit 10:** 103, 105, 107, 109, 111, 115, 117, 121, 123, 125, 136, 141, 145, 147, 149, 151, 153, 157, 159, 168, 175, 177, 193, 195
ELD.PI.3.2	***Interacting via written English*** Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.	***Interacting via written English*** Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	***Interacting via written English*** Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	**TEACHER RESOURCE SYSTEM: Unit 1:** 27, 43, 83 **Unit 2:** 107, 185, 191, 195 **Unit 3:** 9, 13, 33, 43, 53, 77, 81, 85, 91 **Unit 4:** 107, 113, 119, 129, 159, 181, 185, 191 **Unit 5:** 15, 21, 25, 43, 49, 65, 71, 73, 75, 77, 93 **Unit 6:** 105, 107, 119, 121, 123, 143, 153, 155, 159, 181, 191 **Unit 7:** 15, 21, 23, 27, 29, 49, 57, 63, 65, 81, 83 **Unit 8:** 107, 111, 155, 161, 173, 175, 181, 185, 187, 191 **Unit 9:** 17, 19, 21, 23, 29, 41, 53, 55, 57, 59, 61, 63 **Unit 10:** 127, 181
ELD.PI.3.3	***Offering opinions*** Offer opinions and negotiate with others in conversations using basic learned phrases (e.g., *I think…*), as well as open responses in order to gain and/or hold the floor.	***Offering opinions*** Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., *I agree with X, and…*), as well as open responses in order to gain and/or hold the floor, provide counter-arguments, etc.	***Offering opinions*** Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., *That's a good idea, but X*), as well as open responses in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.	**TEACHER RESOURCE SYSTEM: Unit 1:** 5, 38 **Unit 2:** 103, 119, 169 **Unit 3:** 15, 21, 70, 87, 89, 93, 97 **Unit 4:** 103, 136, 145, 149, 155, 179, 193 **Unit 6:** 115, 145, 147, 163, 179, 195 **Unit 7:** 5, 17, 33 **Unit 8:** 103, 113, 115, 123, 129, 155, 168, 191 **Unit 9:** 5, 51, 79 **Unit 10:** 103, 115, 125, 131, 147, 153, 173, 175, 179, 191
ELD.PI.3.4	***Adapting language choices*** Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom) with substantial support from peers or adults.	***Adapting language choices*** Adjust language choices (e.g., vocabulary, use of dialogue, etc.) according to purpose (e.g., persuading, entertaining), social setting, and audience (e.g., peers versus adults) with moderate support from peers or adults.	***Adapting language choices*** Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher) with light support from peers or adults.	**TEACHER RESOURCE SYSTEM: Unit 3:** 61, 79 **Unit 4:** 153, 163 **Unit 5:** 33 **Unit 6:** 119, 136 **Unit 7:** 9, 61 **Unit 9:** 38 **Unit 10:** 137
B. Interpretive	**Emerging**	**Expanding**	**Bridging**	**Benchmark Ready to Advance**
ELD.PI.3.5	***Listening actively*** Demonstrate active listening to read-alouds and oral presentations by asking and answering basic questions with prompting and substantial support.	***Listening actively*** Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with occasional prompting and moderate support.	***Listening actively*** Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.	**TEACHER RESOURCE SYSTEM: Unit 1:** 19, 25, 39, 53, 59, 71, 85, 91 **Unit 3:** 59, 75, 77 **Unit 4:** 109, 117, 125, 127, 159, 169, 187 **Unit 5:** 31 **Unit 6:** 103, 111, 129, 136, 145, 163, 175, 179, 195 **Unit 7:** 53, 59, 85 **Unit 8:** 117, 125, 131, 137, 151, 159 **Unit 9:** 9, 33, 38 **Unit 10:** 107, 119, 136, 168, 189
ELD.PI.3.6	***Reading/viewing closely*** Describe ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., main idea, characters, setting) based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.	***Reading/viewing closely*** Describe ideas, phenomena (e.g., how cows digest food), and text elements (e.g., main idea, characters, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.	***Reading/viewing closely*** Describe ideas, phenomena (e.g., volcanic eruptions), and text elements (e.g., central message, character traits, major events) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.	**TEACHER RESOURCE SYSTEM: Unit 1:** 7, 9, 13, 15, 17, 25, 31, 41, 45, 47, 57, 61, 73, 75, 77, 79, 81, 83, 89 **Unit 2:** 105, 129, 131, 137, 139, 143, 147, 155, 171, 179, 187, 193 **Unit 3:** 11, 17, 31, 39, 41, 45, 47, 49, 57, 63, 65, 73, 95 **Unit 4:** 105, 111, 115, 121, 137, 139, 141, 143, 147, 149, 155, 161, 171, 173, 177, 183, 187, 189, 193 **Unit 5:** 5, 7, 9, 11, 13, 15, 17, 21, 23, 25, 29, 31, 39, 41, 43, 45, 49, 51, 55, 57, 63, 73, 77, 79, 83, 85, 89, 95 **Unit 6:** 105, 109, 111, 119, 121, 123, 127, 129, 139, 141, 149, 161, 173, 175, 177, 183, 187, 189, 193 **Unit 7:** 7, 11, 13, 23, 27, 29, 31, 41, 45, 51, 71, 73 **Unit 8:** 105, 109, 115, 121, 123, 125, 139, 141, 143, 145, 149, 168, 169, 171, 175, 177, 181, 193 **Unit 9:** 7, 11, 13, 23, 25, 51, 87, 89, 97 **Unit 10:** 105, 113, 119, 129, 139, 141, 143, 161, 169, 171, 177, 187, 189, 195
ELD.PI.3.7	***Evaluating language choices*** Describe the language writers or speakers use to support an opinion or present an idea (e.g., by identifying the phrases or words in the text that provide evidence) with prompting and substantial support.	***Evaluating language choices*** Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence) with prompting and moderate support.	***Evaluating language choices*** Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary or phrasing used to provide evidence is strong enough) with light support.	**TEACHER RESOURCE SYSTEM: Unit 1:** 7, 11, 41, 45, 47, 51, 57, 63, 89, 95 **Unit 2:** 145 **Unit 3:** 23, 29, 47, 51 **Unit 4:** 163 **Unit 5:** 17, 23, 29, 38, 39, 47, 51, 57, 63, 87, 89, 93 **Unit 6:** 153, 159 **Unit 7:** 13, 57, 75 **Unit 8:** 127, 147, 193 **Unit 9:** 13, 31, 75, 93, 95 **Unit 10:** 137
ELD.PI.3.8	***Analyzing language choices*** Distinguish how different words produce different effects on the audience (e.g., describing a character as *happy* versus *sad).*	***Analyzing language choices*** Distinguish how different words with similar meanings (e.g., describing a character as *happy* versus *ecstatic)* produce shades of meaning and different effects on the audience.	***Analyzing language choices*** Distinguish how multiple different words with similar meanings (e.g., *pleased* versus *happy* versus *ecstatic*, *heard* versus *knew* versus *believed)* produce shades of meaning and different effects on the audience.	**TEACHER RESOURCE SYSTEM: Unit 1:** 21, 29 **Unit 2:** 115, 127, 149, 161, 169, 177 **Unit 3:** 55, 87 **Unit 6:** 109, 141, 161, 173, 177, 193 **Unit 7:** 9, 31, 43, 47, 55 **Unit 8:** 119, 161, 179, 195 **Unit 9:** 47 **Unit 10:** 111, 119, 121, 145, 149, 183, 185
C. Productive	**Emerging**	**Expanding**	**Bridging**	**Benchmark Ready to Advance**
ELD.PI.3.9	***Presenting*** Plan and deliver very brief oral presentations (e.g., retelling a story, describing an animal, etc.).	***Presenting*** Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, etc.).	***Presenting*** Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process or historical event, etc.).	**TEACHER RESOURCE SYSTEM: Unit 1:** 33 **Unit 2:** 109 **Unit 3:** 61, 63, 95 **Unit 4:** 169 **Unit 5:** 55 **Unit 6:** 168 **Unit 7:** 39, 47 **Unit 8:** 129, 141 **Unit 5:** 5 **Unit 9:** 39 **Unit 10:** 129, 161

Benchmark Advance **Grade 3**

Integrated English Language Development Correlation to the California English Language Development Standards

ELD.PI.3.10a	***Writing*** a) Write short literary and informational texts (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.	***Writing*** a) Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization.	***Writing*** a) Write longer and more detailed literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register.	**TEACHER RESOURCE SYSTEM: Unit 1:** 9, 27, 43, 93 **Unit 2:** 181, 183, 191, 195 **Unit 3:** 9 **Unit 4:** 109, 127, 131, 175 **Unit 5:** 61, 97 **Unit 6:** 139 **Unit 7:** 51, 53, 55, 61, 63, 65, 77 **Unit 8:** 149, 173, 179, 185, 187, 195 **Unit 10:** 127, 155, 169, 181, 193
ELD.PI.3.10b	b) Paraphrase texts and recount experiences using key words from notes or graphic organizers.	b) Paraphrase texts and recount experiences using complete sentences and key words from notes or graphic organizers.	b) Paraphrase texts and recount experiences using increasingly detailed complete sentences and key words from notes or graphic organizers.	**TEACHER RESOURCE SYSTEM: Unit 1:** 93 **Unit 2:** 153, 175, 179 **Unit 4:** 105, 115, 129, 139, 143, 175, 179 **Unit 5:** 7 **Unit 6:** 139, **Unit 7:** 38, 41, 45, 49, 77, 81 **Unit 8:** 139, 143, 145, 147, 171 **Unit 9:** 7, 15, 41, 43, 57, 63, 73 **Unit 10:** 131, 139, 143, 163, 171, 173, 179
ELD.PI.3.11	***Supporting opinions*** Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content).	***Supporting opinions*** Support opinions by providing good reasons and increasingly detailed textual evidence (e.g., providing examples from the text) or relevant background knowledge about the content.	***Supporting opinions*** Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from text) or relevant background knowledge about the content.	**TEACHER RESOURCE SYSTEM: Unit 2:** 173 **Unit 3:** 55 **Unit 4:** 173, 191 **Unit 5:** 11, 81, 95 **Unit 6:** 127, 131, 143 **Unit 8:** 107, 153 **Unit 9:** 21, 27, 95 **Unit 10:** 155, 159, 163, 187, 191
ELD.PI.3.12	***Selecting language resources*** Use a select number of general academic and domain-specific words to add detail (e.g., adding the word *dangerous* to describe a place, using the word *habitat* when describing animal behavior) while speaking and writing.	***Selecting language resources*** Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word *suddenly* to signal a change), or create shades of meaning (e.g., *scurry* versus *dash)* while speaking and writing.	***Selecting language resources*** Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect, precision, and shades of meaning while speaking and writing.	**TEACHER RESOURCE SYSTEM: Unit 1:** 21, 29, 31 **Unit 2:** 141 **Unit 3:** 5, 7, 11, 27 **Unit 4:** 111, 171, 195 **Unit 5:** 13, 38, 61, 70, 79, 83, 97 **Unit 6:** 113, 185 **Unit 7:** 11, 79, 83, 87 **Unit 8:** 111, 136 **Unit 9:** 11, 49, 55, 61, 81, 85, 91, 93, 97
Part II: Learning About How English Works				
A. Structuring Cohesive Texts	**Emerging**	**Expanding**	**Bridging**	**Benchmark Ready to Advance**
ELD.PII.3.1	***Understanding text structure*** Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially) to comprehending texts and writing basic texts.	***Understanding text structure*** Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages) to comprehending texts and writing texts with increasing cohesion.	***Understanding text structure*** Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how opinion/arguments are structured logically, grouping related ideas) to comprehending texts and writing cohesive texts.	**TEACHER RESOURCE SYSTEM: Unit 1:** 11, 13, 17, 23, 51, 55, 61, 63, 71, 73, 75, 77, 79, 81, 87, 93, 97 **Unit 2:** 105, 107, 109, 121, 125, 137, 143, 147, 185, 187 **Unit 3:** 9, 11, 13, 49, 51, 65, 81 **Unit 4:** 107, 121, 141, 159, 171 **Unit 5:** 9, 11, 15, 17, 29, 31, 38, 39, 41, 45, 57, 70, 71, 89, 95 **Unit 6:** 105, 127, 161, 169, 175, 193 **Unit 7:** 13, 27, 31, 41, 45, 47 **Unit 8:** 109, 115, 131, 137, 141, 149, 153, 168, 169, 175, 177, 181 **Unit 9:** 7, 23, 31, 71, 81, 87, 89, 93, 97 **Unit 10:** 105, 109, 113, 177
ELD.PII.3.2a	***Understanding cohesion*** a) Apply basic understanding of language resources that refer the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts.	***Understanding cohesion*** a) Apply growing understanding of language resources that refer the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion.	***Understanding cohesion*** a) Apply increasing understanding of language resources that refer the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending and writing cohesive texts.	**TEACHER RESOURCE SYSTEM: Unit 2:** 159 **Unit 5:** 13, 23, 25, 79 **Unit 6:** 129, 187 **Unit 7:** 9, 95 **Unit 8:** 121 **Unit 9:** 11, 13
ELD.PII.3.2b	b) Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., *then, next*) to comprehending texts and writing basic texts.	b) Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., *at the beginning/end, first/next*) to comprehending texts and writing texts with increasing cohesion.	b) Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of connecting and transitional words or phrases (e.g., for example, *afterward, first/next/last*) to comprehending texts and writing cohesive texts.	**TEACHER RESOURCE SYSTEM: Unit 1:** 23, 83 **Unit 2:** 139, 163 **Unit 4:** 161 **Unit 5:** 7, 21, 43, 49, 51, 63, 73, 75, 77, 81, 87, 93 **Unit 6:** 129 **Unit 7:** 15, 49, 81, 87, 95, 97 **Unit 8:** 143, 163 **Unit 9:** 29, 39, 83 **Unit 10:** 185
B. Expanding and Enriching Ideas	**Emerging**	**Expanding**	**Bridging**	**Benchmark Ready to Advance**
ELD.PII.3.3	***Using verbs and verb phrases*** Use frequently used verbs, different verb types (e.g., doing, saying, being/having, thinking/feeling), and verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience).	***Using verbs and verb phrases*** Use a growing number of verb types (e.g., doing, saying, being/having, thinking/feeling) and verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for retelling, simple present for a science description).	***Using verbs and verb phrases*** Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling) and verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict).	**TEACHER RESOURCE SYSTEM: Unit 1:** 13 **Unit 2:** 113, 136, 168, 195 **Unit 3:** 5, 61, 83 **Unit 4:** 147 **Unit 5:** 55, 61, 65, 85 **Unit 6:** 113, 115, 153, 168, 185 **Unit 7:** 5, 17, 23, 43, 51, 53, 61, 63, 70, 77, 79, 83, 85, 89 **Unit 8:** 113, 129, 157, 168, 179, 187 **Unit 9:** 45, 53, 65, 73, 85, 91 **Unit 10:** 127, 169, 181, 183
ELD.PII.3.4	***Using nouns and noun phrases*** Expand noun phrases in simple ways (e.g., adding an adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.	***Using nouns and noun phrases*** Expand noun phrases in a growing number of ways (e.g., adding comparative/superlative adjectives to nouns) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.	***Using nouns and noun phrases*** Expand noun phrases in a variety of ways (e.g., adding comparative/ superlative adjectives to noun phrases, simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.	**TEACHER RESOURCE SYSTEM: Unit 1:** 27, 33 **Unit 2:** 131 **Unit 3:** 59, 63, 83 **Unit 4:** 123, 131, 136, 145, 149, 155 **Unit 5:** 5, 33, 47 **Unit 6:** 113, 117, 125, 147, 157, 185 **Unit 7:** 7, 19, 25, 59, 93 **Unit 8:** 103, 117, 119, 123, 125, 136, 147, 151, 183, 189 **Unit 9:** 15, 17, 21, 33, 47, 49, 55, 57, 59, 61, 70, 77, 95 **Unit 10:** 117, 123, 141, 183, 189
ELD.PII.3.5	***Modifying to add details*** Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a familiar activity or process (e.g., They walked *to the soccer field* .).	***Modifying to add details*** Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a familiar or new activity or process (e.g., They worked *quietly* ; They ran a*cross the soccer field* .).	***Modifying to add details*** Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a range of familiar and new activities or processes (e.g., They worked *quietly all night in their room* .).	**TEACHER RESOURCE SYSTEM: Unit 1:** 29 **Unit 2:** 103, 111, 123 **Unit 3:** 71, 83, 97 **Unit 4:** 153, 163, 179 **Unit 5:** 33 **Unit 6:** 103, 107, 131, 143, 149, 155, 191 **Unit 7:** 15, 29, 33, 39, 55, 57 **Unit 8:** 105, 107, 111, 127, 155, 159, 161, 171, 173, 185, 191, 193, 195 **Unit 9:** 19, 25, 51, 63, 79 **Unit 10:** 115, 136, 137, 153, 175

C. Connecting and Condensing Ideas				
ELD.PII.3.6	***Connecting ideas*** Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using *and, but, so*).	***Connecting ideas*** Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., *The deer ran because the mountain lion came* .) or to make a concession (e.g., *She studied all night even though she wasn't feeling well.*).	***Connecting ideas*** Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., *The deer ran because the mountain lion approached them* .), to make a concession (e.g., *She studied all night even though she wasn't feeling well* .), or to link two ideas that happen at the same time (e.g., *The cubs played while their mother hunted* .).	**TEACHER RESOURCE SYSTEM: Unit 1:** 31, 65 **Unit 3:** 7, 57, 70, 89, 93 **Unit 4:** 119, 143, 168, 181, 185 **Unit 5:** 65, 83, 97 **Unit 6:** 136, 139, 181, 191 **Unit 8:** 139, 145 **Unit 9:** 5, 27, 38, 41 **Unit 10:** 103, 125, 131, 139, 143, 147, 155, 159, 163, 168, 171, 173, 187, 191, 193, 195
ELD.PII.3.7	***Condensing ideas*** Condense clauses in simple ways (e.g., changing: *It's green. It's red. -> It's green and red.*) to create precise and detailed sentences.	***Condensing ideas*** Condense clauses in a growing number of ways (e.g., through embedded clauses as in, *It's a plant. It's found in the rainforest. -> It's a green and red plant that's found in the tropical rainforest.*) to create precise and detailed sentences.	***Condensing ideas*** Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing as in, *It's a plant. It's green and red. It's found in the tropical rainforest. -> It's a green and red plant that's found in the tropical rainforest.*) to create precise and detailed sentences.	**TEACHER RESOURCE SYSTEM: Unit 4:** 175, 185 **Unit 6:** 137, 145 **Unit 7:** 11, 21, 38, 65 **Unit 8:** 163 **Unit 9:** 9 **Unit 10:** 179
Part III: Using Foundational Literacy Skills				
Phonics and Word Recognition				
ELD.PIII.3.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text. CA (a–d)**			
ELD.PIII.3.RF.3a	Identify and know the meaning of the most common prefixes and derivational suffixes.			**TEACHER RESOURCE SYSTEM: Unit 5:** 84–85, 90–91 **Unit 7:** 18–19, 24–25 **Unit 9:** 18–19, 24–25, 52–53, 84–85, 90–91 **Unit 10:** 150–151
ELD.PIII.3.RF.3b	Decode words with common Latin suffixes.			**TEACHER RESOURCE SYSTEM: Unit 7:** 18–19 **Unit 9:** 84–85
ELD.PIII.3.RF.3c	Decode multisyllable words.			**TEACHER RESOURCE SYSTEM: Unit 1:** 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 **Unit 2:** 116–117, 122–123, 150–151, 156–157, 182–183, 188–189 **Unit 3:** 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 **Unit 4:** 116–117, 122–123, 124–125, 150–151, 156–157, 182–183, 188–189 **Unit 5:** 18–19, 26–27, 52–53, 58–59 **Unit 6:** 150–151, 156–157 **Unit 7:** 84–85, 90–91 **Unit 8:** 182–183, 188–189 **Unit 10:** 156–157
ELD.PIII.3.RF.3d	Read grade–appropriate irregularly spelled words.			**TEACHER RESOURCE SYSTEM: Unit 6:** 116–117, 124–125, 150–151, 156–157 **Unit 7:** 52–53, 58–59, 84–85, 90–91
Fluency				
ELD.PIII.3.RF.4	Read with sufficient accuracy and fluency to support comprehension. (a–c)			
ELD.PIII.3.RF.4a	Read on–level text with purpose and understanding.			**TEACHER RESOURCE SYSTEM: Unit 1:** 6–7, 16–17, 40–41, 72–73, 76–77, 104–105, 114–115, 138–139, 142–143, 170–171, 174–175 **Unit 3:** 6–7, 16–17, 40–41, 44–45, 72–73, 76–77 **Unit 4:** 104–105, 114–115, 138–139, 142–143, 170–171, 174–175 **Unit 5:** 6–7, 16–17, 40–41, 44–45, 72–73, 76–77 **Unit 6:** 114–115, 138–139, 142–143, 170–171, 174–175, 182–183, 188–189 **Unit 7:** 40–41, 46–47, 72–73 **Unit 8:** 114–115, 138–139, 140–141, 170–171, 174–175 **Unit 9:** 6–7, 22–23, 40–41, 44–45, 58–59, 72–73, 76–77 **Unit 10:** 116–117, 122–123, 170–171, 174–175
ELD.PIII.3.RF.4b	Read on–level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.			**TEACHER RESOURCE SYSTEM: Unit 4:** 176–177 **Unit 7:** 46–47 **Unit 8:** 104–105
ELD.PIII.3.RF.4c	Use context to confirm or self–correct word recognition and understanding, rereading as necessary.			**TEACHER RESOURCE SYSTEM: Unit 1:** 72–73, 76–77, 104–105, 114–115, 138–139, 142–143, 170–171 **Unit 10:** 116–117, 122–123

Benchmark Advance **Grade 4**

Integrated English Language Development Correlation to the California English Language Development Standards

Part 1: Interacting in Meaningful Ways				
A. Collaborative	**Emerging**	**Expanding**	**Bridging**	**Benchmark Advance**
ELD.PI.4.1	***Exchanging information/ideas*** Contribute to conversations and express ideas by asking and answering *yes-no* and *wh-* questions and responding using short phrases.	***Exchanging information/ideas*** Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.	***Exchanging information/ideas*** Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.	**TEACHER RESOURCE SYSTEM: Unit 1:** 5, 7, 9, 11, 21, 23, 27, 29, 31, 38, 39, 43, 47, 51, 55, 61, 63, 70, 71, 73, 75, 79, 83, 85, 91, 93, 95, 97 **Unit 2:** 103, 105, 107, 109, 111, 119, 125, 127, 129, 136, 137, 141, 145, 149, 150, 153, 155, 159, 161, 168, 175, 181, 185, 187, 191, 193 **Unit 3:** 7, 9, 11, 13, 15, 17, 19, 23, 25, 27, 29, 31, 33, 38, 39, 41, 45, 47, 49, 51, 53, 55, 57, 59, 61, 65, 70, 71, 73, 75, 77, 81, 83, 85, 87, 89, 91, 93, 95, 97, 113 **Unit 4:** 136, 144, 161, 168 **Unit 5:** 5, 9, 38, 39, 41, 43, 45, 61, 65, 70, 71, 77, 79, 81, 85, 91, 93, 95 **Unit 6:** 103, 107, 117, 123, 137, 141, 168, 169, 173, 183, 189 **Unit 7:** 5, 7, 9, 11, 13, 17, 23, 27, 29, 31, 33, 38, 39, 41, 43, 45, 47, 49, 51, 53, 59, 61, 63, 70, 79, 83 **Unit 8:** 5, 7, 9, 19, 43, 45, 49, 79, 95, 97 **Unit 9:** 5, 9, 13, 15, 19, 27, 29, 31, 38, 41, 43, 45, 49, 57, 61, 63, 65, 70, 73, 75, 77, 81, 87, 93, 95, 97 **Unit 10:** 103, 107, 111, 113, 115, 117, 119, 123, 131, 136, 137, 143, 145, 149, 151, 153, 157, 159, 168, 169, 179, 181, 183, 185, 187, 189, 193, 195
ELD.PI.4.2	***Interacting via written English*** Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.	***Interacting via written English*** Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	***Interacting via written English*** Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	**TEACHER RESOURCE SYSTEM: Unit 1:** 77 **Unit 2:** 169 **Unit 4:** 107, 121, 137, 185 **Unit 5:** 27, 63

ELD.PI.4.3	***Offering opinions*** Negotiate with or persuade others in conversations using basic learned phrases (e.g., *I think . . .*), as well as open responses, in order to gain and/or hold the floor.	***Offering opinions*** Negotiate with or persuade others in conversations using an expanded set of learned phrases (e.g., *I agree with X, but . . .*), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, etc.	***Offering opinions*** Negotiate with or persuade others in conversations using a variety of learned phrases (e.g., *That's a good idea. However . . .*), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.	**TEACHER RESOURCE SYSTEM: Unit 1:** 5, 38, 39, 73 **Unit 2:** 103, 137, 155, 168, 173, 181 **Unit 3:** 21, 39, 49, 81, 93 **Unit 4:** 111, 136, 155, 161, 168, 169, 181 **Unit 5:** 57, 70, 79 **Unit 6:** 113, 131, 147, 179 **Unit 7:** 5, 29, 38, 39 **Unit 9:** 99 **Unit 10:** 113, 119, 131, 147, 159, 191
ELD.PI.4.4	***Adapting language choices*** Adjust language choices according to social setting (e.g., playground, classroom) and audience (e.g., peers, teacher) with substantial support.	***Adapting language choices*** Adjust language choices according to purpose (e.g., persuading, entertaining), task (e.g., telling a story versus explaining a science experiment), and audience with moderate support.	***Adapting language choices*** Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience with light support.	**TEACHER RESOURCE SYSTEM: Unit 1:** 70, 75, 89 **Unit 2:** 131 **Unit 3:** 9, 11, 21, 27, 59, 61, 70, 83, 93, 97 **Unit 4:** 131, 153 **Unit 5:** 70, 71, 75, 77, 93 **Unit 7:** 15, 55 **Unit 9:** 19 **Unit 10:** 107, 113, 127, 136, 153, 159, 183, 195
B. Interpretive	**Emerging**	**Expanding**	**Bridging**	**Benchmark Advance**
ELD.PI.4.5	***Listening actively*** Demonstrate active listening of read alouds and oral presentations by asking and answering basic questions with prompting and substantial support.	***Listening actively*** Demonstrate active listening of read alouds and oral presentations by asking and answering detailed questions with occasional prompting and moderate support.	***Listening actively*** Demonstrate active listening of read alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.	**TEACHER RESOURCE SYSTEM: Unit 1:** 91, 95 **Unit 2:** 177 **Unit 3:** 9, 13, 23, 25, 38, 53, 59, 61, 70, 81, 85 **Unit 4:** 127, 137, 151, 157, 168, 183, 189 **Unit 5:** 7, 38, 43, 85, 93, 95 **Unit 6:** 136, 168 **Unit 7:** 5 **Unit 9:** 5, 31, 38, 63, 70, 89 **Unit 10:** 127, 129, 131, 137, 139, 145, 151, 157, 168, 179

Benchmark Advance **Grade 4**

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ELD.PI.4.6a	***Reading/viewing closely*** a) Describe ideas, phenomena (e.g., volcanic eruptions), and text elements (main idea, characters, events, etc.) based on close reading of a select set of grade-level texts with substantial support.	***Reading/viewing closely*** a) Describe ideas, phenomena (e.g., animal migration), and text elements (main idea, central message, etc.) in greater detail based on close reading of a variety of grade-level texts with moderate support.	***Reading/viewing closely*** a) Describe ideas, phenomena (e.g., pollination), and text elements (main idea, character traits, event sequence, etc.) in detail based on close reading of a variety of grade-level texts with light support.	**TEACHER RESOURCE SYSTEM: Unit 1:** 13, 17, 31, 41, 45, 47, 51, 55, 57, 63, 87 **Unit 2:** 105, 109, 111, 113, 115, 121, 127, 129, 139, 143, 145, 147, 149, 153, 161, 173, 175, 177, 179, 185, 187, 193 **Unit 3:** 17, 41, 51, 63 **Unit 4:** 113, 129, 143, 147, 151, 157, 171, 175, 187, 193 **Unit 5:** 17, 23 **Unit 6:** 105, 109, 111, 115, 139, 143, 145, 161, 175, 181, 187, 193 **Unit 7:** 7, 31, 47, 57, 63, 77, 81, 95 **Unit 9:** 7, 9, 11, 29, 39, 41, 43, 45, 51, 71, 73, 75, 77 **Unit 10:** 105, 115, 129, 141, 149, 161, 171, 175
ELD.PI.4.6b	b) Use knowledge of frequently-used affixes (e.g., *un-* , *mis-*) and linguistic context, reference materials, and visual cues to determine the meaning of unknown words on familiar topics.	b) Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar topics.	b) Use knowledge of morphology (e.g., affixes, roots, and base words) and linguistic context to determine the meaning of unknown and multiple-meaning words on familiar and new topics.	**TEACHER RESOURCE SYSTEM: Unit 1:** 23, 83 **Unit 2:** 113, 143 **Unit 3:** 7, 13, 41, 45, 51, 63, 73, 89 **Unit 4:** 144, 145, 149, 175, 177, 183, 189 **Unit 5:** 73, 83, 89 **Unit 6:** 117, 123, 183, 189 **Unit 7:** 21, 23, 53, 85, 91 **Unit 10:** 105, 111, 121, 125, 145, 171, 175

ELD.PI.4.7	***Evaluating language choices*** Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence) with prompting and substantial support.	***Evaluating language choices*** Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary or phrasing used to provide evidence is strong enough) with prompting and moderate support.	***Evaluating language choices*** Describe how well writers and speakers use specific language resources to support an opinion or present an idea (e.g., the clarity or appealing nature of language used to present evidence) with prompting and light support.	**TEACHER RESOURCE SYSTEM: Unit 2:** 131, 187 **Unit 3:** 7, 11, 29, 31, 41, 55, 63, 71 **Unit 4:** 117, 123, 127, 143, 145, 177, 179 **Unit 5**: 31, 79, 83, 89 **Unit 6:** 119, 127, 131, 159, 163, 177, 181, 185, 191, 195 **Unit 7:** 55 **Unit 8:** 21, 25, 29, 31, 47 **Unit 9:** 13, 23, 47, 55, 78, 79, 83 **Unit 10:** 105, 153, 171, 177, 187, 191
ELD.PI.4.8	***Analyzing language choices*** Distinguish how different words with similar meaning produce different effects on the audience (e.g., describing a character's actions as whined versus said).	***Analyzing language choices*** Distinguish how different words with similar meanings (e.g., describing a character as *smart* versus an *expert*) and figurative language (e.g., *as big as a whale*) produce shades of meaning and different effects on the audience.	***Analyzing language choices*** Distinguish how different words with related meanings (e.g., *fun* versus *entertaining* versus *thrilling, possibly* versus *certainly*) and figurative language produce shades of meaning and different effects on the audience.	**TEACHER RESOURCE SYSTEM: Unit 1:** 65, 71 **Unit 2:** 163, 173 **Unit 3:** 29, 51, 73 **Unit 4**: 153, 155, 177, 179, 195 **Unit 5:** 75 **Unit 7:** 59, 65 **Unit 9:** 23, 47, 55, 78, 79, 83 **Unit 10:** 111, 169

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C. Productive	Emerging	Expanding	Bridging	Benchmark Advance
ELD.PI.4.9	***Presenting*** Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, etc.) with substantial support.	***Presenting*** Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, etc.) with moderate support.	***Presenting*** Plan and deliver oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, etc.) with light support.	**TEACHER RESOURCE SYSTEM: Unit 1:** 9, 43, 70, 77 **Unit 2:** 107, 141 **Unit 4:** 147, 175 **Unit 5:** 81 **Unit 6:** 103, 129, 161, 193 **Unit 10:** 127, 137, 181
ELD.PI.4.10a	***Writing*** a) Write short literary and informational texts (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.	***Writing*** a) Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization.	***Writing*** a) Write longer and more detailed literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register.	**TEACHER RESOURCE SYSTEM: Unit 1:** 27, 61, **Unit 2:** 125, 159, 191, 195 **Unit 3:** 95 **Unit 4:** 113, 121, 125, 141, 147, 153, 163, 169, 187, 193 **Unit 5:** 49, 61 **Unit 6:** 125, 153 **Unit 7:** 33, 49, 51, 61, 65 **Unit 9:** 15, 27, 65, 81, 87, 93, 97 **Unit 10:** 163, 173
ELD.PI.4.10b	b) Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b) Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b) Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).	**TEACHER RESOURCE SYSTEM: Unit 1:** 7, 11, 13, 15, 17, 41, 45, 49, 57, 65, **Unit 2:** 113, 115, 139, 143, 147, 163, 179, 195 **Unit 4:** 111, 119, 125, 129, 131, 143, 159, 171, 173, 185 **Unit 5:** 9 **Unit 6:** 105, 115, 139, 143, 175 **Unit 7:** 11, 17, 21, 41, 43, 45, 57, 73 **Unit 9:** 15, 17, 27, 65, 81, 87, 93, 97 **Unit 10:** 163, 173

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ELD.PI.4.11a	***Supporting opinions*** Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content with substantial support.	***Supporting opinions*** Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing facts) or relevant background knowledge about content with moderate support.	***Supporting opinions*** Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence (e.g., quotations or specific events from text) or relevant background knowledge about content with light support.	**TEACHER RESOURCE SYSTEM: Unit 1:** 11, 21, 29, 47, 51, 55, **Unit 2:** 121, 149, 153, 177, 185 **Unit 4:** 103, 107, 109, 111, 125, 127, 129, 136, 149, 155, 161, 169, 173, 181, 185, 193 **Unit 5:** 23, 51, 55, 83, 87 **Unit 6:** 111, 113, 127, 147, 155, 169, 179, 187 **Unit 7:** 13, 97 **Unit 10:** 107, 121, 141, 143, 147, 155, 163, 171, 175, 177, 191, 193
ELD.PI.4.11b	b) Express ideas and opinions or temper statements using basic modal expressions (e.g., *can, will, maybe*).	b) Express attitude and opinions or temper statements with familiar modal expressions (e.g., *maybe/probably, can/must*).	b) Express attitude and opinions or temper statements with nuanced modal expressions (e.g., *probably/certainly, should/would*) and phrasing (e.g., *In my opinion . . .*).	**TEACHER RESOURCE SYSTEM: Unit 1:** 75 **Unit 3:** 21, 49, 77 **Unit 4:** 136, 161, 171, 181, 187 **Unit 5:** 23, 51, 55, 83, 87 **Unit 7:** 71 **Unit 10:** 107, 123, 141, 143, 147, 155, 163, 171, 175, 177, 191, 193
ELD.PI.4.12a	***Selecting language resources*** a) Use a select number of general academic and domain-specific words to create precision while speaking and writing.	***Selecting language resources*** a) Use a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing.	***Selecting language resources*** a) Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.	**TEACHER RESOURCE SYSTEM: Unit 1:** 23, 71, 77, 87 **Unit 3:** 19, 23, 25, 27, 31, 33, 38, 39, 55, 57, 65, 75, 77, 79, 85, 87, 89, 91, 97 **Unit 4:** 105, 109, 115, 139, 145, 149, 151, 157, 191 **Unit 5:** 71, 85, 87, 91, 97 **Unit 7:** 15, 27 **Unit 10:** 103, 109, 119, 123, 125, 129, 141, 143, 149, 151, 179

ELD.PI.4.12b	b) Select a few frequently used affixes for accuracy and precision (e.g., She walks, I'm *un* happy.).	b) Select a growing number of frequently used affixes for accuracy and precision (e.g., She walk*ed* . He likes . . . , I'm *un* happy.).	b) Select a variety of appropriate affixes for accuracy and precision (e.g., She's walk*ing* . I'm *un* comfortable. They left reluctant*ly* .).	**TEACHER RESOURCE SYSTEM: Unit 1:** 71, 77, 87 **Unit 3:** 19, 23, 25, 27, 31, 33, 38, 39, 55, 57, 65, 75, 77, 79, 85, 87, 89, 91, 97 **Unit 4:** 183, 189, 191 **Unit 5:** 71, 85, 87, 91, 97**Unit 10:** 109, 117, 125, 141, 143, 149, 151, 179
Part II: Learning About How English Works				
A. Structuring Cohesive Texts	**Emerging**	**Expanding**	**Bridging**	**Benchmark Advance**
ELD.PII.4.1	***Understanding text structure*** Apply understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially) to comprehending texts and writing basic texts.	***Understanding text structure*** Apply increasing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how an explanation is organized around ideas) to comprehending texts and writing texts with increasing cohesion.	***Understanding text structure*** Apply understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are structured logically, grouping related ideas) to comprehending texts and writing cohesive texts.	**TEACHER RESOURCE SYSTEM: Unit 1:** 9, 13, 15, 17, 41, 43, 45, 49, 57, 87 **Unit 2:** 107, 113, 115, 119, 125, 131, 137, 139, 141, 143, 147, 155, 173, 179 **Unit 3:** 5, 15, 17, 47, 79 **Unit 4:** 103, 119, 121, 131, 141, 144, 159, 173, 195 **Unit 5:** 11, 13, 17, 23, 29, 41, 45, 47, 49, 75, 81 **Unit 6:** 107, 115, 171, 173, 175 **Unit 7:** 13, 15, 27, 29, 39, 47, 55, 57, 89, 93 **Unit 9:** 7, 39, 71 **Unit 10:** 115, 121, 185, 195

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ELD.PII.4.2a	***Understanding cohesion*** a) Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts.	***Understanding cohesion*** a) Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion.	***Understanding cohesion*** a) Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts.	**TEACHER RESOURCE SYSTEM: Unit 1:** 81 **Unit 4:** 103, 107 **Unit 5:** 87 **Unit 6:** 151 **Unit 7:** 23 **Unit 10:** 147, 163, 187
ELD.PII.4.2b	b) Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., *first, yesterday)* to comprehending texts and writing basic texts.	b) Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., *since, next, for example*) to comprehending texts and writing texts with increasing cohesion.	b) Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., *for instance, in addition, at the end*) to comprehending texts and writing cohesive texts.	**TEACHER RESOURCE SYSTEM: Unit 1:** 5, 21, 27, 38, 39, 61, 81 **Unit 2:** 103, 136, 159, 175, 181, 191 **Unit 4:** 103, 109, 195 **Unit 6:** 105, 129, 137, 149, 155, 161, 169, 193 **Unit 7:** 11, 21, 33, 38, 43, 45, 47, 49, 51, 61, 65 **Unit 9:** 11, 51 **Unit 10:** 147, 163, 187

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B. Expanding and Enriching Ideas	Emerging	Expanding	Bridging	Benchmark Advance
ELD.PII.4.3	***Using verbs & verb phrases*** Use various verbs/verb types (e.g., *doing, saying, being/having, thinking/feeling*) and tenses appropriate for the text type and discipline (e.g., simple past for recounting an experience) for familiar topics.	***Using verbs & verb phrases*** Use various verbs/verb types (e.g., *doing, saying, being/having, thinking/feeling*) and tenses appropriate for the task, text type, and discipline (e.g., simple past for retelling, timeless present for science explanation) for an increasing variety of familiar and new topics.	***Using verbs & verb phrases*** Use various verbs/verb types (e.g., *doing, saying, being/having, thinking/feeling*) and tenses appropriate for the task and text type (e.g., timeless present for science explanation, mixture of past and present for historical information report) for a variety of familiar and new topics.	**TEACHER RESOURCE SYSTEM: Unit 1:** 33 **Unit 3:** 5, 65, 75 **Unit 4:** 105, 115, 117, 123, 159, 163, 179 **Unit 5:** 89 **Unit 6:** 103, 131, 139, 143, 163, 195 **Unit 7:** 9, 75 **Unit 10:** 109, 169, 189
ELD.PII.4.4	***Using nouns & noun phrases*** Expand noun phrases in simple ways (e.g., adding an adjective) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.	***Using nouns & noun phrases*** Expand noun phrases in a variety of ways (e.g., adding adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.	***Using nouns & noun phrases*** Expand noun phrases in an increasing variety of ways (e.g., adding general academic adjectives and adverbs to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.	**TEACHER RESOURCE SYSTEM: Unit 1:** 33, 81 **Unit 3:** 5, 87 **Unit 4:** 105, 115, 117, 123, 139 **Unit 5:** 33, 73 **Unit 6:** 109, 119, 181 **Unit 7:** 9 **Unit 10:** 103, 105, 136, 173, 175, 189, 193

ELD.PII.4.5	***Modifying to add details*** Expand sentences with familiar adverbials (e.g., basic prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a familiar activity or process (e.g., They walked *to the soccer field* .).	***Modifying to add details*** Expand sentences with a growing variety of adverbials (e.g., adverbs, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a familiar or new activity or process (e.g., They worked *quietly* . They ran *across the soccer field.*).	***Modifying to add details*** Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a variety of familiar and new activities and processes (e.g., They worked *quietly all night in their room* .).	**TEACHER RESOURCE SYSTEM: Unit 1:** 33 **Unit 2:** 111, 145 **Unit 3:** 57 **Unit 4:** 139 **Unit 5:** 97 **Unit 6:** 127, 145, 157

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C. Connecting and Condensing Ideas				
ELD.PII.4.6	***Connecting ideas*** Combine clauses in a few basic ways to make connections between and join ideas in sentences (e.g., creating compound sentences using coordinate conjunctions, such as *and, but, so*).	***Connecting ideas*** Combine clauses in an increasing variety of ways (e.g., creating complex sentences using familiar subordinate conjunctions) to make connections between and join ideas in sentences, for example to express cause/effect (e.g., *The deer ran because the mountain lion came* .) or to make a concession (e.g., She studied all night *even though* she wasn't feeling well.).	***Connecting ideas*** Combine clauses in a wide variety of ways (e.g., creating complex sentences using a variety of subordinate conjunctions) to make connections between and join ideas, for example to express cause/effect (e.g., *Since the lion was at the waterhole, the deer ran away.*), to make a concession, or to link two ideas that happen at the same time (e.g., *The cubs played while their mother hunted.*).	**TEACHER RESOURCE SYSTEM: Unit 1:** 7, 31, 63, 65, 79, 83, 89 **Unit 2:** 115, 121, 129, 141, 163, 168, 169, 193, 195 **Unit 4:** 119, 163, 191 **Unit 5:** 9, 21 **Unit 6:** 111, 113, 117, 123, 125, 147, 159, 179, 183, 187, 189, 191 **Unit 7:** 7, 31, 41, 53, 59, 63, 87 **Unit 10:** 155, 168

ELD.PII.4.7	***Condensing ideas*** Condense clauses in simple ways (e.g., through simple embedded clauses as in, The woman is a doctor. She helps children. --> The woman is a doctor *who helps children* .) to create precise and detailed sentences.	***Condensing ideas*** Condense clauses in an increasing variety of ways (e.g., through a growing number of embedded clauses and other condensing as in, The dog ate quickly. The dog choked. --> The dog ate so quickly *that it choked.*) to create precise and detailed sentences.	***Condensing ideas*** Condense clauses in a variety of ways (e.g., through various types of embedded clauses and other ways of condensing as in, There was a Gold Rush. It began in the 1850s. It brought a lot of people to California. --> The Gold Rush *that began in the 1850s* brought a lot of people to California.) to create precise and detailed sentences.	**TEACHER RESOURCE SYSTEM: Unit 6:** 121, 136, 141, 153, 168, 177, 185 **Unit 7:** 17 **Unit 10:** 155
Part III: Using Foundational Literacy Skills				
Phonics and Word Recognition				
ELD.PIII.4.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words. CA (a)			
ELD.PIII.4.RF.3a	Use combined knowledge of all letter–sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.			**TEACHER RESOURCE SYSTEM: Unit 1:** 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 **Unit 2:** 116–117, 122–123, 150–151, 156–157, 182–183, 188–189 **Unit 3:** 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 **Unit 4:** 116–117, 122–123, 150–151, 156–157, 182–183, 188–189 **Unit 5:** 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 **Unit 6:** 116–117, 122–123, 150–151, 156–157, 182–183, 188–189 **Unit 7:** 18–19, 24–25, 52–53, 58–59, 84–85, 90 **Unit 8:** 18–19, 26–27, 56–57, 62–63, 92–93, 98–99 **Unit 9:** 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 **Unit 10:** 116–117, 124–125, 150–151, 156–157, 182–183, 188–189

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Fluency		
ELD.PIII.4.RF.4	Read with sufficient accuracy and fluency to support comprehension. (a–c)	
RF.4.4a	Read grade–level text with purpose and understanding.	**TEACHER RESOURCE SYSTEM: Unit 1:** 6–7, 10–11, 16–17, 40–41, 44–45, 72–73, 76–77 **Unit 2:** 104–105, 114–115, 142–143, 172–173, 174–175 **Unit 3:** 6–7, 16–17, 40–41, 72–73, 76–77 **Unit 4:** 104–105, 114–115, 138–139, 142–143, 170–171, 174–175 **Unit 5:** 6–7, 16–17, 40–41, 42–43, 72–73, 76–77 **Unit 6:** 104–105, 114–115, 138–139, 142–143 **Unit 7:** 6–7, 16–17, 40–41, 72–73, 76–77 **Unit 8:** 6–7, 22–23, 44–45, 48–49, 84–85 **Unit 9:** 44–45, 72–73, 76–77 **Unit 10:** 104–105, 114–115, 170–171, 174–175
RF.4.4b	Read grade–level prose and poetry orally with accuracy, appropriate rate, and expression	**TEACHER RESOURCE SYSTEM: Unit 3:** 22–23, 78–79
RF.4.4c	Use context to confirm or self–correct word recognition and understanding, rereading as necessary.	**TEACHER RESOURCE SYSTEM: Unit 1:** 22–23, 82–83 **Unit 2:** 110–111 **Unit 3:** 12–13, 22–23, 78–79 **Unit 4:** 145, 176–177 **Unit 5:** 10–11 **Unit 6:** 120–121, 176–177 **Unit 7:** 22–23, 84–85, 90 **Unit 8:** 50–51 **Unit 9:** 46–47

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Part 1: Interacting in Meaningful Ways				
A. Collaborative	**Emerging**	**Expanding**	**Bridging**	**Benchmark Advance**
ELD.PI.5.1	***Exchanging information/ideas*** Contribute to conversations and express ideas by asking and answering *yes-no* and *wh-* questions and responding using short phrases.	***Exchanging information/ideas*** Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.	***Exchanging information/ideas*** Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.	**TEACHER RESOURCE SYSTEM: Unit 1:** 5, 19, 25, 53, 59, 75 **Unit 2:** 103, 107, 113, 117, 123, 127, 129, 151, 157, 161, 169, 173, 189 **Unit 3:** 38, 43, 70, 75 **Unit 4:** 136, 141, 151, 157, 168, 173, 183 **Unit 5:** 38, 43, 49, 53, 59, 70, 75 **Unit 6:** 103, 115, 147, 149, 168, 173, 177, 179, 187, 193 **Unit 7:** 5, 38, 43, 70, 75 **Unit 8:** 103, 117, 125, 168, 173, 181, 187 **Unit 9:** 5, 15, 19, 23, 25, 27, 29, 33, 38, 51, 53, 57, 59, 61, 63, 65, 71, 75, 79, 85, 87 **Unit 10:** 103, 107, 113, 117, 123, 125, 129, 145, 147, 149, 151, 159, 163, 168, 169, 179, 181, 183, 185, 187, 189, 193, 195
ELD.PI.5.2	***Interacting via written English*** Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.	***Interacting via written English*** Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	***Interacting via written English*** Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	**TEACHER RESOURCE SYSTEM: Unit 1:** 21, 27, 33, 43, 61, 65, 85, 93, 97 **Unit 2:** 109, 117, 123, 131, 141, 153, 159, 195 **Unit 3:** 19, 25, 33, 51, 53, 65, 85, 93, 97 **Unit 4:** 123, 131, 149, 151, 163, 183, 185, 189, 191, 195 **Unit 5:** 13, 33, 51, 53, 55, 65, 85, 87, 91, 93, 97 **Unit 7:** 7, 19, 25, 33, 65, 87, 93, 97 **Unit 8:** 107, 111, 113, 117, 127, 131, 173, 177, 179, 183, 185, 189, 193 **Unit 9:** 93, 95
ELD.PI.5.3	***Offering opinions*** Negotiate with or persuade others in conversations using basic learned phrases (e.g., *I think . . .*), as well as open responses, in order to gain and/or hold the floor.	***Offering opinions*** Negotiate with or persuade others in conversations using an expanded set of learned phrases (e.g., *I agree with X, but . . .*), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, etc.	***Offering opinions*** Negotiate with or persuade others in conversations using a variety of learned phrases (e.g., *That's an interesting idea. However . . .*), as well as open responses, in order to gain and/or hold the floor, provide counter- arguments, elaborate on an idea, etc.	**TEACHER RESOURCE SYSTEM: Unit 1:** 81, 87, 89 **Unit 3:** 17, 57, 81, 87, 89 **Unit 4:** 155, 179, 181, 187 **Unit 5:** 57, 81, 83, 89 **Unit 6:** 103, 105, 107, 109, 111, 121, 136, 137, 139, 141, 143, 149, 153, 155, 161, 163, 168, 169, 171, 173, 175, 177, 181, 187, 193, 195 **Unit 7:** 17, 77, 81, 89 **Unit 8:** 109, 115, 145 **Unit 9:** 11, 21, 27 **Unit 10:** 103, 153, 191

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ELD.PI.5.4	***Adapting language choices*** Adjust language choices according to social setting (e.g., playground, classroom) and audience (e.g., peers, teacher) with substantial support.	***Adapting language choices*** Adjust language choices according to purpose (e.g., persuading, entertaining), task (e.g., telling a story versus explaining a science experiment), and audience with moderate support.	***Adapting language choices*** Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience with light support.	**TEACHER RESOURCE SYSTEM: Unit 1:** 55, 57, 61, 63, 70 **Unit 2:** 109, 141, 168 **Unit 3:** 5, 71 **Unit 4:** 103, 169 **Unit 5:** 5, 71 **Unit 6:** 113, 147, 179 **Unit 7:** 15 **Unit 8:** 136 **Unit 9:** 55, 71, 97 **Unit 10:** 117, 119, 183, 195
B. Interpretive	**Emerging**	**Expanding**	**Bridging**	**Benchmark Advance**
ELD.PI.5.5	***Listening actively*** Demonstrate active listening of read-alouds and oral presentations by asking and answering basic questions with prompting and substantial support.	***Listening actively*** Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions with occasional prompting and moderate support.	***Listening actively*** Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.	**TEACHER RESOURCE SYSTEM: Unit 1:** 70, 91 **Unit 2:** 183 **Unit 3:** 5, 38, 59, 70, 91 **Unit 4:** 103, 117, 136, 157, 159, 168, 189 **Unit 5:** 5, 59, 61, 70, 85, 91 **Unit 6:** 117, 119, 123, 125, 127, 129, 151, 157, 159, 183, 185, 189, 191 **Unit 7:** 5, 38, 70, 85, 91 **Unit 8:** 109, 145, 149 **Unit 9:** 11, 21, 38, 75, 79 **Unit 10:** 147, 163, 168, 179
ELD.PI.5.6a	***Reading/viewing closely*** a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with substantial support.	***Reading/viewing closely*** a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with moderate support.	***Reading/viewing closely*** a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with light support.	**TEACHER RESOURCE SYSTEM: Unit 1:** 7, 9, 11, 13, 15, 17, 21, 23, 27, 29, 31, 39, 41, 43, 45, 47, 49, 51, 55, 73, 79, 83, 95 **Unit 2:** 115, 121, 125, 129, 139, 143, 153, 155, 159, 171, 173, 179, 185, 187 **Unit 3:** 9, 11, 13, 15, 21, 23, 27, 29, 31, 39, 41, 45, 47, 49, 55, 61, 63, 73, 77, 79, 83, 95 **Unit 4:** 107, 109, 111, 113, 115, 119, 121, 125, 127, 129, 137, 139, 143, 145, 147, 153, 159, 161, 171, 175, 177, 187, 193 **Unit 5:** 9, 11, 15, 17, 21, 23, 27, 31, 39, 41, 45, 61, 63, 71, 73, 77, 79, 89, 95 **Unit 6:** 161 **Unit 7:** 9, 11, 13, 21, 23, 27, 29, 31, 39, 41, 43, 45, 47, 49, 55, 57, 61, 63, 73, 77, 79, 83, 95 **Unit 8:** 105, 107, 113, 139, 141, 143, 149, 155, 161, 177, 193 **Unit 9:** 7, 9, 19, 41, 43, 45

ELD.PI.5.6b	b) Use knowledge of frequently-used affixes (e.g., *un-* , *mis-*), linguistic context, reference materials, and visual cues to determine the meaning of unknown words on familiar topics.	b) Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar and new topics.	b) Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar and new topics.	**TEACHER RESOURCE SYSTEM: Unit 2:** 105, 111, 127 **Unit 5:** 19 **Unit 6:** 161 **Unit 7:** 53, 59 **Unit 8:** 127, 151, 157 **Unit 9:** 7, 19, 45
ELD.PI.5.7	***Evaluating language choices*** Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence) with prompting and substantial support.	***Evaluating language choices*** Explain how well writers and speakers use language resources to support an opinion or present an idea (e.g., whether the vocabulary used to provide evidence is strong enough, or if the phrasing used to signal a shift in meaning does this well) with moderate support.	***Evaluating language choices*** Explain how well writers and speakers use specific language resources to support an opinion or present an idea (e.g., the clarity or appealing nature of language used to provide evidence or describe characters, or if the phrasing used to introduce a topic is appropriate) with light support.	**TEACHER RESOURCE SYSTEM: Unit 1:** 13, 17, 23, 33, 39, 41, 45, 47, 49, 51, 65, 70, 73, 77, 79 **Unit 2:** 121, 131, 145, 155, 193, 195 **Unit 3:** 9, 13, 23, 29, 41, 45, 47, 73, 77, 79 **Unit 4:** 107, 111, 121, 127, 139, 143, 145, 163, 171, 175, 177 **Unit 5:** 9, 13, 23, 41, 45, 47, 65, 73, 77, 79 **Unit 6:** 168 **Unit 7:** 9, 13, 23, 29, 41, 45, 47, 73, 79 **Unit 8:** 121, 147, 168, 179, 191, 195 **Unit 9:** 9, 41, 43, 47, 81, 93 **Unit 10:** 171, 177, 187, 191
ELD.PI.5.8	Analyzing language choices Distinguish how different words with similar meanings produce different effects on the audience (e.g., describing a character as *angry* versus *furious*).	***Analyzing language choices*** Distinguish how different words with similar meanings (e.g., describing an event as *sad* versus *tragic)* and figurative language (e.g., *she ran like a cheetah*) produce shades of meaning and different effects on the audience	***Analyzing language choices*** Distinguish how different words with related meanings (e.g., *fun* versus *thrilling* , *possibly* versus *certainly*) and figurative language (e.g., *the stream slithered through the parched land*) produce shades of meaning and different effects on the audience.	**TEACHER RESOURCE SYSTEM: Unit 1:** 71 **Unit 2:** 105, 111, 119, 147, 149, 163 **Unit 3:** 7, 71 **Unit 4:** 105, 169 **Unit 5:** 7, 11 **Unit 6:** 107, 109, 111, 113, 121, 141, 169 **Unit 7:** 33, 51, 71 **Unit 8:** 111, 155 **Unit 10:** 169

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C. Productive	Emerging	Expanding	Bridging	Benchmark Advance
ELD.PI.5.9	***Presenting*** Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., providing a report on a current event, reciting a poem, recounting an experience, explaining a science process) with moderate support, such as graphic organizers.	***Presenting*** Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., providing an opinion speech on a current event, reciting a poem, recounting an experience, explaining a science process) with moderate support.	***Presenting*** Plan and deliver oral presentations on a variety of topics in a variety of content areas (e.g., providing an opinion speech on a current event, reciting a poem, recounting an experience, explaining a science process) with light support.	**TEACHER RESOURCE SYSTEM: Unit 1:** 11 **Unit 2:** 125, 169 **Unit 5:** 38 **Unit 6:** 131 **Unit 7:** 71, 85 **Unit 8:** 123, 141, 161, 169, 171, 175 **Unit 9:** 5 **Unit 10:** 181
ELD.PI.5.10a	***Writing*** a) Write short literary and informational texts (e.g., a description of a camel) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.	***Writing*** a) Write longer literary and informational texts (e.g., an informative report on different kinds of camels) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization.	***Writing*** a) Write longer and more detailed literary and informational texts (e.g., an explanation of how camels survive without water for a long time) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register.	**TEACHER RESOURCE SYSTEM: Unit 1:** 15, 93 **Unit 2:** 119, 163, 168 **Unit 3:** 93 **Unit 4:** 117, 191 **Unit 5:** 81, 93 **Unit 7:** 65, 93 **Unit 8:** 153, 163, 191 **Unit 9:** 45, 55
ELD.PI.5.10b	b) Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b) Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b) Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).	**TEACHER RESOURCE SYSTEM: Unit 1:** 83, 95 **Unit 2:** 115, 143, 171, 175 **Unit 3:** 11, 31, 51, 63, 83, 95 **Unit 4:** 109, 115, 129, 149, 161, 193 **Unit 5:** 17, 31, 51, 63, 95, 97 **Unit 7:** 11, 17, 31, 53, 57, 63, 83, 95, 97 **Unit 8:** 105, 139, 143 **Unit 9:** 45, 55

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ELD.PI.5.11a	***Supporting opinions*** a) Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content with substantial support.	***Supporting opinions*** a) Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing facts from a text) or relevant background knowledge about content.	***Supporting opinions*** a) Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence (e.g., quoting the text directly or specific events from text) or relevant background knowledge about content.	**TEACHER RESOURCE SYSTEM: Unit 1:** 7, 75, 97 **Unit 2:** 103, 107, 113, 149, 177, 179, 181, 185, 187, 191 **Unit 3:** 33, 43, 65, 75, 97 **Unit 4:** 141, 173, 195 **Unit 5:** 43 **Unit 7:** 75 **Unit 8:** 115, 119, 121, 123, 125, 129, 137, 159 **Unit 9:** 7
ELD.PI.5.11b	b) Express ideas and opinions or temper statements using basic modal expressions (e.g., *can, has to, maybe*).	b) Express attitude and opinions or temper statements with familiar modal expressions (e.g., *maybe/probably, can/must*).	Express attitude and opinions or temper statements with nuanced modal expressions (e.g., *probably/certainly* , *should/would*) and phrasing (e.g., *In my opinion . . .*).	**TEACHER RESOURCE SYSTEM: Unit 1:** 9, 89 **Unit 2:** 139, 145, 147 **Unit 3:** 57, 89 **Unit 4:** 155, 181 **Unit 5:** 57 **Unit 7:** 89 **Unit 9:** 7
ELD.PI.5.12a	***Selecting language resources*** a) Use a select number of general academic and domain-specific words to create precision while speaking and writing.	***Selecting language resources*** a) Use a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing.	***Selecting language resources*** a) Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.	**TEACHER RESOURCE SYSTEM: Unit 1:** 5, 29, 31, 38, 47, 57, 63, 71, 87 **Unit 2:** 177, 181, 191 **Unit 3:** 7, 15, 21, 27, 39, 49, 55, 61, 87 **Unit 4:** 105, 113, 119, 125, 131, 137, 147, 153, 185 **Unit 5:** 15, 21, 25, 33, 39, 47, 49, 55, 83, 87 **Unit 6:** 125, 129, 136, 139, 151, 153, 157, 159, 183, 189 **Unit 7:** 15, 21, 27, 39, 49, 55, 61, 87 **Unit 8:** 119, 129, 131, 136, 137, 147, 151, 157, 159, 163, 169, 171, 175, 185 **Unit 9:** 25, 33, 59
ELD.PI.5.12b	b) Select a few frequently used affixes for accuracy and precision (e.g., She walks, I'm *un* happy.).	b) Select a growing number of frequently used affixes for accuracy and precision (e.g., She walk*ed* . He likes . . ., I'm *un* happy.).	b) Select a variety of appropriate affixes for accuracy and precision (e.g., She's walk*ing* . I'm *un* comfortable. They left reluctant*ly* .).	**TEACHER RESOURCE SYSTEM: Unit 1:** 85, 91 **Unit 2:** 161 **Unit 3:** 19, 25, 53, 59, 85, 91 **Unit 4:** 123 **Unit 5:** 19, 27 **Unit 6:** 125, 129, 136, 139, 151, 153, 157, 159, 183, 189 **Unit 7:** 19, 25, 53, 59, 91 **Unit 8:** 183, 189 **Unit 9:** 25, 33, 59

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Part II: Learning About How English Works				
A. Structuring Cohesive Texts	**Emerging**	**Expanding**	**Bridging**	**Benchmark Advance**
ELD.PII.5.1	***Understanding text structure*** Apply basic understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are organized around ideas) to comprehending texts and writing basic texts.	***Understanding text structure*** Apply growing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are structured logically around reasons and evidence) to comprehending texts and writing texts with increasing cohesion.	***Understanding text structure*** Apply increasing understanding of how different text types are organized to express ideas (e.g., how a historical account is organized chronologically versus how opinions/arguments are structured logically around reasons and evidence) to comprehending texts and writing cohesive texts.	**TEACHER RESOURCE SYSTEM: Unit 1:** 7, 11, 13, 17, 21, 39, 41, 43, 45, 49, 51, 55, 57, 63, 71, 77, 85, 91, 93 **Unit 2:** 115, 119, 121, 127, 129, 139, 141, 145, 159, 163, 169, 177, 181, 185, 187 **Unit 3:** 7, 13, 15, 19, 21, 23, 25, 27, 39, 45, 49, 53, 55, 59, 61, 71, 77, 85, 91, 93 **Unit 4:** 105, 111, 113, 117, 119, 123, 125, 131, 137, 143, 147, 153, 159, 169, 175, 177, 189, 191 **Unit 5:** 7, 15, 39, 45, 47, 49, 55, 61, 71, 77, 79, 91, 93 **Unit 6:** 127, 129, 131, 163, 195 **Unit 7:** 9, 11, 13, 15, 19, 21, 23, 25, 39, 45, 49, 51, 55, 57, 59, 61, 63, 71, 77, 85, 91, 93 **Unit 8:** 105, 107, 109, 115, 121, 129, 137, 139, 143, 145, 147, 149, 161, 169, 171, 173, 175, 181, 187, 191, 195 **Unit 9:** 11, 15 **Unit 10:** 111, 185, 195
ELD.PII.5.2a	***Understanding cohesion*** a) Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts.	***Understanding cohesion*** a) Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion.	***Understanding cohesion*** a) Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts.	**TEACHER RESOURCE SYSTEM: Unit 1:** 15 **Unit 2:** 105 **Unit 8:** 151, 157, 195

ELD.PII.5.2b	b) Apply basic understanding of how ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases (e.g., *first/next, at the beginning*) to comprehending texts and writing basic texts.	b) Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., *for example, in the first place, as a result*) to comprehending texts and writing texts with increasing cohesion.	b) Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., *consequently, specifically, however*) to comprehending texts and writing cohesive texts.	**TEACHER RESOURCE SYSTEM: Unit 1:** 23, 29, 38 **Unit 2:** 111, 168, 171, 179 **Unit 3:** 9, 41, 73 **Unit 4:** 139, 171 **Unit 5:** 23, 73 **Unit 7:** 41, 73 **Unit 8:** 111, 127, 141, 155, 159, 163, 168, 177, 179, 185, 193 **Unit 9:** 9, 41, 43
B. Expanding and Enriching Ideas	**Emerging**	**Expanding**	**Bridging**	**Benchmark Advance**
ELD.PII.5.3	***Using verbs and verb phrases*** Use frequently used verbs (e.g., take, like, eat) and various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate for the text type and discipline (e.g., simple past for recounting an experience) on familiar topics.	***Using verbs and verb phrases*** Use various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate for the task, text type, and discipline (e.g., simple past for recounting an experience, timeless present for a science description) on an increasing variety of topics.	***Using verbs and verb phrases*** Use various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate for the task and text type (e.g., timeless present for science description, mixture of past and present for narrative or history explanation) on a variety of topics.	**TEACHER RESOURCE SYSTEM: Unit 1:** 5, 61, 81, 97 **Unit 2:** 109, 153, 161 **Unit 3:** 17, 65, 81, 97 **Unit 4:** 121, 151, 179, 183, 187 **Unit 5:** 9, 53, 81, 85, 89, 97 **Unit 7:** 17, 65, 83, 97 **Unit 8:** 103, 153 **Unit 9:** 19, 31, 39, 53, 59, 85 **Unit 10:** 103, 147, 159, 163, 169, 189

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ELD.PII.5.4	***Using nouns and noun phrases*** Expand noun phrases in simple ways (e.g., adding an adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.	***Using nouns and noun phrases*** Expand noun phrases in a variety of ways (e.g., adding comparative/ superlative adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.	***Using nouns and noun phrases*** Expand noun phrases in an increasing variety of ways (e.g., adding comparative/superlative and general academic adjectives to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.	**TEACHER RESOURCE SYSTEM: Unit 1:** 83, 95 **Unit 2:** 147, 149, 173, 191, 193 **Unit 3:** 31, 33, 51, 63, 83, 95 **Unit 4:** 103, 109, 115, 129, 149, 157, 161, 193 **Unit 5:** 5, 11, 13, 19, 27, 31, 59, 63, 95 **Unit 7:** 5, 31, 81, 95 **Unit 8:** 103, 119, 131, 153, 183, 189 **Unit 9:** 29, 71 **Unit 10:** 125, 131, 173, 175, 189, 193
ELD.PII.5.5	***Modifying to add details*** Expand and enrich sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a familiar activity or process.	***Modifying to add details*** Expand and enrich sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a familiar or new activity or process.	***Modifying to add details*** Expand and enrich sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a variety of familiar and new activities and processes.	**TEACHER RESOURCE SYSTEM: Unit 1:** 65, 75 **Unit 3:** 11, 43, 75 **Unit 4:** 107, 141, 163, 173, 195 **Unit 5:** 21, 43, 65, 75 **Unit 7:** 43, 75 **Unit 9:** 55, 65, 87, 93 **Unit 10:** 119, 151, 153

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C. Connecting and Condensing Ideas	Emerging	Expanding	Bridging	Benchmark Advance
ELD.PII.5.6	***Connecting ideas*** Combine clauses in a few basic ways to make connections between and join ideas (e.g., You must X *because* X.) or to provide evidence to support ideas or opinions (e.g., creating compound sentences using *and, but, so*).	***Connecting ideas*** Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., *The deer ran because the mountain lion came* .), to make a concession (e.g., *She studied all night even though she wasn't feeling well* .), or to provide reasons to support ideas (e.g., *X is an extremely good book because X* .).	***Connecting ideas*** Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., *The deer ran because the mountain lion approached them.*), to make a concession (e.g., *She studied all night even though she wasn't feeling well* .), to link two ideas that happen at the same time (e.g., *The cubs played while their mother hunted* .), or to provide reasons to support ideas (e.g., *The author persuades the reader by X* .).	**TEACHER RESOURCE SYSTEM: Unit 1:** 9, 27, 31, 33, 79, 87 **Unit 2:** 103, 107, 113, 125, 131, 155, 175, 195 **Unit 3:** 29, 47, 79, 87 **Unit 4:** 127, 145, 185 **Unit 5:** 25, 33, 41, 51, 83, 87 **Unit 6:** 105, 107, 109, 111, 113, 115, 117, 119, 121, 123, 141, 143, 147, 149, 151, 155, 157, 159, 161, 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193 **Unit 7:** 27, 29, 33, 47, 79, 87 **Unit 8:** 113, 125, 136 **Unit 9:** 7, 13, 17, 21, 27, 45, 47, 57, 61, 63, 75, 81, 83, 95, 97 **Unit 10:** 105, 117, 129, 139, 141, 143, 145, 168

ELD.PII.5.7	***Condensing ideas*** Condense clauses in simple ways (e.g., through simple embedded clauses as in, *The book is on the desk. The book is mine. --> The book that is on the desk is mine* .) to create precise and detailed sentences	***Condensing ideas*** Condense clauses in an increasing variety of ways (e.g., through a growing number of types of embedded clauses and other condensing as in, *The book is mine. The book is about science. The book is on the desk. --> The science book that's on the desk is mine.*) to create precise and detailed sentences.	***Condensing ideas*** Condense clauses in a variety of ways (e.g., through various types of embedded clauses and some nominalizations as in, *They were a very strong army. They had a lot of enemies. They crushed their enemies because they were strong. --> Their strength helped them crush their numerous enemies* .) to create precise and detailed sentences.	**TEACHER RESOURCE SYSTEM: Unit 1:** 89 **Unit 2:** 143, 175 **Unit 3:** 5, 38, 57, 70, 89 **Unit 4:** 136, 155, 168, 181 **Unit 5:** 17, 25, 38, 57, 70 **Unit 6:** 103, 136, 137, 139, 153 **Unit 7:** 33, 38, 70, 89 **Unit 9:** 5, 23, 25, 38, 39, 79 **Unit 10:** 107, 123, 127, 157
Part III: Using Foundational Literacy Skills				
Phonics and Word Recognition				
ELD.PIII.5.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words. CA (a)			
ELD.PIII.5.RF.3a	Use combined knowledge of all letter–sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.			**TEACHER RESOURCE SYSTEM: Unit 1:** 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 **Unit 2:** 116–117, 122–123, 150–151, 156–157, 182–183, 188–189 **Unit 3:** 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 **Unit 4:** 116–117, 122–123, 150–151, 156–157, 182–183, 188–189 **Unit 5:** 18–19, 26–27, 52–53, 58–59, 84–85, 90–91 **Unit 6:** 118–119, 124–125, 150–151, 156–157, 182–183, 188–189 **Unit 7:** 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 **Unit 8:** 116–117, 122–123, 150–151, 156–157, 182–183, 188–189 **Unit 9:** 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 **Unit 10:** 124–125, 150–151, 156–157, 182–183, 188–189

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Fluency		
ELD.PIII.5.RF.4	Read with sufficient accuracy and fluency to support comprehension. (a–c)	
ELD.PIII.5.RF.4a	Read on–level text with purpose and understanding.	**TEACHER RESOURCE SYSTEM: Unit 1:** 6–7, 16–17, 40–41, 44–45, 72–73, 76–77 **Unit 2:** 104–105, 114–115, 138–139, 142–143, 170–171, 174–175 **Unit 3:** 6–7, 16–17, 40–41, 44–45, 72–73, 76–77 **Unit 4:** 104–105, 114–115, 138–139, 142–143, 170–171, 174–175 **Unit 5:** 6–7, 16–17, 40–41, 44–45, 72–73, 76–77 **Unit 6:** 170–171, 174–175 **Unit 7:** 72–73, 76–77 **Unit 8:** 104–105, 114–115, 138–139, 142–143, 170–171, 174–175 **Unit 9:** 6–7, 72–73, 76–77 **Unit 10:** 170–171, 174–175
ELD.PIII.5.RF.4b	Read on–level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	**TEACHER RESOURCE SYSTEM: Unit 4:** 176–177 **Unit 5:** 46–47
ELD.PIII.5.RF.4c	Use context to confirm or self–correct word recognition and understanding, rereading as necessary.	**TEACHER RESOURCE SYSTEM: Unit 4:** 176–177 **Unit 5:** 46–47

Benchmark Advance
Grade 2 Skills and Strategies

Unit 1: Government at Work													
Unit	**Week**	**Student Reads**	**Selection Title**	**Genre**	**Lexile**	**Next Generation Science Standards**	**CA-HSS Standards**	**Reading**	**Foundational**	**Foundational**		**Writing**	**Speaking and Listening**	**Language**		
								Literary and Informational Standards Focus	**Phonics**	**High-Frequency Words**	**Fluency**			**Conventions of English**	**Vocabulary Acquisition**	**English Language Development (ESL)**
1	1	Shared Read 1	A City Park	Informational Text: Social Studies	600		2.1.3 2.3.1 2.5	• Identify Key Details and Determine Main Idea (RI.2.1, RI.2.2, RI.2.10) • Identify Author's Purpose (RI.2.6, RI.2.8) • Identify and Summarize Key Story Events (RL.2.1, RL.2.5, RL.2.10) • Analyze Sequence (RL.2.5) • Identify Points of View (RL.2.6) • Compare and Contrast an Informational Text and a Literary Text (RI.2.9)	• Short Vowels (RF.2.3a, RF.2.3f) • Initial Blends (RF.2.3a, F.2.3f) • Final Blends (RF.2.3a, F.2.3f) • Consonant Digraphs ch, sh, tch, dge (RF.2.3a, RF2.3f) • Consonant Digraphs th, wh, ph (RF.2.3a, RF.2.3f)	• **New:** a, can, and, come, are, for, big, go, has, I (RF.2.3f)	• Rate: Pacing (RF.2.4b)	• Read and Analyze the Prompt (W.2.3, W.2.4) • Reread to Find Text Evidence (W.2.3, • Plan Your Journal Entry (W.2.3, W.2.4, W.2.8, W.2.10) • Draft Your Journal Entry (W.2.3, W.2.4, W.2.8, W.2.10) • Revise and Edit Your Journal Entry (W.2.3, W.2.4, W.2.5, W.2.8, W.2.10)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.2.1, SL.2.2, SL.2.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.2.4, SL.2.5, SL.2.6) are addressed in the Connect Across Discipline Projects.	• Use Commas in Greetings and Closings (L.2.2b)	• Use Context Clues (L.2.4a, L.2.4e)	<u>Grammar and Syntax</u> • Pronouns (1) • Nouns (2) • Collective nouns (8) • Adjectives (4, 5) • Prepositional phrases (9) • Past tense verbs (13) • Irregular past tense verbs (15) <u>Text Structure</u> • Sequence (3) • Cause and effect (11) <u>Vocabulary</u> • Academic vocabulary (3, 11) • Linking words (14) <u>Interact in Meaningful Ways</u> • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
		Short Read 1	Smoke Jumpers	Informational Text: Social Studies	780											
		Short Read 2	Can You Sew a Flag, Betsy Ross?	Historical Fiction	620											
		Word Study Read 1*	Our Flag	Informational Text: Social Studies	470											
	2	Shared Read 3	What Does a Police Officer Do?	Informational Text: Procedural Text	560			• Identify Key Details and Determine Main Ideas (RI.2.1, RI.2.2, RI.2.10) • Identify Author's Purpose (RI.2.1, RI.2.6, RI.2.8) • Analyze Sequence (RI.2.1, RI.2.3) • Use Images from Two Texts to Clarify Information (RI.2.1, RI.2.9)	• Closed and Open Syllables (RF.2.3a, RF.2.3c, RF.2.3e, RF.2.3f)	• **New:** have, is, jump, my, one, put, the, want, what, you • **Review:** a, can, and, come, are, for, big, go, has, I (RF.2.3f)	• Accuracy: Self-Correct (RF.2.4c)	• Read and Analyze the Prompt (W.2.2, W.2.4, W.2.10) • Reread to Find Text Evidence (W.2.2, W.2.4, W.2.8, W.2.10) • Organize Ideas (W.2.2, , W.2.4, W.2.8, W.2.10) • Draft an Essay (W.2.2, W.2.4, W.2.10) • Revise and Edit Your Essay (W.2.2, W.2.4, W.2.5, W.2.10)		• Use Collective Nouns (L.2.1a)	• Use Context Clues (L.2.4a, L.2.4e)	
		Shared Read 4	Max and the Mayor	Literary Text: Realistic	430											
		Extended Read 1	Our Government's Laws	Informational Text: Social Studies	480											
		Word Study Read 2*	Class President: An Interview	Interview	350											
	3	Shared Read 5	Ring the Bell!	Literary Text: Animal Fantasy	440			• Identify Key Events (RL.2.1, RL.2.5, RL.2.10) • Identify Differences in Points of View (RL.2.1, RL.2.6) • Compare and Contrast Key Concept in Two Texts (RI.2.1, RI.2.9)	• Long a: ai, a, ea, ay (RF.2.3a, RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f)	• **New:** he, like, little, no, of, saw, this, to, we, with • **Review:** have, is, jump, my, one, put, the, want, what, you (RF.2.3f)	• Prosody: Expression • Expression: Dramatic Expression • Expression: Characterization/ Feelings (RF.2.4b)	• Read and Analyze the Prompt (W.2.1, , W.2.4, W.2.10)) • Reread to Find Text Evidence (W.2.1, , W.2.4, W.2.8, W.2.10) • Plan Your Essay (W.2.1, W.2.4, W.2.8, W.2.10) • Draft Your Opinion Essay (W.2.1, W.2.4, W.2.8, W.2.10) • Revise and Edit (W.2.1, W.2.4, W.2.5, W.2.10)		• Use Past Tense Irregular Verbs (L.2.1d)	• Distinguish Shades of Meaning (L.2.5b)	
		Shared Read 6	December 1776	Literary Text: End-Rhyme Poem	NP											
		Extended Read 2	Getting a Message to General Washington	Historical Fiction	390											
		Word Study Read 3*	Here Comes the Mail	Informational Text: Social Studies	500											

*For additional Word Study/Decodable practice, see online.

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Unit 2: Characters Facing Challenges

Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading: Literary and Informational Standards Focus	Foundational: Phonics	Foundational: High-Frequency Words	Foundational: Fluency	Writing	Speaking and Listening	Language: Conventions of English	Language: Vocabulary Acquisition	Language: English Language Development (ESL)
2	1	Shared Read 1	Milo and the Dragon	Literary Text: Fantasy	520			• Identify and Summarize Key Story Events (RL.2.1, RL.2.5, RL.2.10) • Determine the Central Message (RL.2.2) • Analyze Characters (RL.2.3) • Compare and Contrast Two Variant Tales (RL.2.9)	• Long o: oa, o, oe, ow (RF.2.3a, RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f)	• **New:** here, look, me, play, said, see, she, try, about, because • **Review:** he, like, little, no, of, saw, this, to, we, with (RF.2.3f)	• Rate: Pausing (RF.2.4b)	• Read and Analyze the Prompt (W.2.3, W.2.4, W.2.10) • Reread to Find Text Evidence (W.2.3, W.2.4, W.2.8, W.2.10) • Plan Your Story (W.2.3, W.2.4, W.2.8, W.2.10) • Draft Your Story (W.2.3, W.2.4, W.2.8, W.2.10) • Revise and Edit Your Story (W.2.3, W.2.4, W.2.5, W.2.8, W.2.10)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.2.1, SL.2.2, SL.2.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.2.4, SL.2.5, SL.2.6) are addressed in the Connect Across Discipline Projects.	• Adjectives and Adverbs (L.2.1e) • Contractions (L.2.2c) • Use Dictionaries (L.2.2e)	• Distinguish Shades of Meaning (L.2.5b)	<u>Grammar and Syntax</u> Pronouns (1) Adjectives (2) Adverbs (10, 13, 14) Verb phrases (4) Conjunctions (5) Progressive tense verbs (7) Regular and irregular past tense verbs (9) <u>Text Structure</u> Sequence (3) <u>Vocabulary</u> Signal words (3) Shades of meaning (8) Word choice (11, 15) Build vocabulary (12) <u>Interact in Meaningful Ways</u> Collaborative (All lessons) Interpretive (All lessons) Productive (All lessons)
		Short Read 1	Rough-Face Girl	Literary Text: Fairy Tale	510											
		Short Read 2	Yeh-Shen	Literary Text: Fairy Tale	560											
		Word Study Read 1*	Willow and Toad	Literary Text: Fairy Tale	450											
	2	Shared Read 3	Crow Learns a Lesson	Literary Text: Fable	610			• Identify Story Events (RL.2.1, RL.2.5, RL.2.10) • Identify Key Events (RL.2.1, RL.2.5, RL.2.10) • Analyze Characters (RL.2.1, RL.2.3) • Use Images to Clarify a Text (RL.2.1, RL.2.7) • Making Connections Across Texts (RL.2.1, RL.2.7)	• Long e: ee, ea, e, e_e, y, ey, ie (RF.2.3a, RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f)	• **New:** after, before, call, do, earth, father, give, her, know, large • **Review:** here, look, me, play, said, see, she, try, about, because (RF.2.3f)	• Accuracy: Use Context (RF.2.4c)	• Read and Analyze the Prompt (W.2.2, W.2.4, W.2.10) • Reread to Find Text Evidence (W.2.2, W.2.4, W.2.10) • Plan Your Essay (W.2.2, W.2.4, W.2.8, W.2.10) • Draft Your Essay (W.2.2, W.2.4, W.2.10) • Revise and Edit (W.2.2, W.2.4, W.2.5, W.2.10)		• Use Contractions (L.2.1f)	• Distinguish Shades of Meaning (L.2.5b)	
		Shared Read 4	Since Hanna Moved Away	Literary Text: End-Rhyme Poem	NP											
		Extended Read 1	The Three Billy Goats Gruff	Literary Text: Folktale	460											
		Word Study Read 2*	Jack and the Bean Tree	Literary Text: Folktale	340											
	3	Shared Read 5	My Dragon Wasn't Feeling Good	Literary Text: End-Rhyme Poem	NP			• Identify Key Events (RL.2.1, RL.2.5, RL.2.10) • Identify Story Events (RL.2.1, RL.2.5, RL.2.10) • Determine the Central Message (RL.2.1, RL.2.2) • Compare and Contrast Two Variant Folktales (RL.2.1, RL.2.9)	• Long i: ie, i, y, igh (RF.2.3a, RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f)	• **New:** many, near, off, people, right, school, that, two, under, very • **Review:** after, before, call, do, earth, father, give, her, know, large (RF.2.3f)	• Prosody: Pitch • Expression: Anticipation/Mood • Prosody: Inflection/ Intonation–Volume (RF.2.4b)	• Read and Analyze the Prompt (W.2.1, W.2.4, W.2.10) • Reread to Find Text Evidence (W.2.1, W.2.4, W.2.10) • Plan Your Essay (W.2.1, W.2.4, W.2.8, W.2.10) • Draft Your Essay (W.2.1, W.2.4, W.2.8, W.2.10) • Revise and Edit Your Essay (W.2.1, W.2.4, W.2.5, W.2.10)		• Irregular Past Tense Verbs (L.2.1d)	• Distinguish Shades of Meaning (L.2.5b)	
		Extended Read 2	The Troll Returns: A Sequel to "The Three Billy Goats Gruff"	Literary Text: Folktale	450											
		Word Study Read 3*	Why Sun and Moon Live in the Sky	Literary Text: Pourquoi Tale	540											

*For additional Word Study/Decodable practice, see online.

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Unit 3: Plants and Animals in Their Habitats

Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading: Literary and Informational Standards Focus	Foundational: Phonics	Foundational: High-Frequency Words	Foundational: Fluency	Writing	Speaking and Listening	Language: Conventions of English	Language: Vocabulary Acquisition	Language: English Language Development (ESL)
3	1	Shared Read 1	News About Scorpions	Informational Text: Science	680	2-LS2-1 2-LS4-1	2.2	• Identify Key Details and Determine Main Idea (RI.2.1, RI.2.2, RI.2.10) • Use Text and Graphic Features to Locate Information (RI.2.5, RI.2.7) • Use Text Evidence to Draw Inferences (RI.2.1) • Identify Key Events (RL.2.1, RL.2.5, RL.2.10) • Analyze Story Structure (RL.2.1, RL.2.5) • Compare and Contrast an Informational Text and a Literary Text (RI.2.9)	• Long u: ew, ue, u, u_e (RF.2.3a, RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f)	• **New:** again, below, carry, does, eight, find, good, house, laugh, mother • **Review:** many, near, off, people, right, school, that, two, under, very (RF.2.3f)	• Rate: Pausing (RF.2.4b)	• Read and Analyze the Prompt (W.2.3, W.2.4, W.2.10) • Reread to Find Text Evidence (W.2.3, W.2.4, W.2.8, W.2.10) • Plan Your Journal Entry (W.2.3, W.2.4, W.2.8, W.2.10) • Draft Your Fictional Journal Entry (W.2.3, W.2.4, W.2.8, W.2.10) • Revise and Edit Your Journal Entry (W.2.3, W.2.4, W.2.5, W.2.8, W.2.10)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.2.1, SL.2.2, SL.2.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.2.4, SL.2.5, SL.2.6) are addressed in the Connect Across Discipline Projects.	• Use Commas in Greetings and Closings (L.2.2b)	• Distinguish Shades of Meaning (L.2.5b)	<u>Grammar and Syntax</u> • Subject-verb agreement (1) • Verbs (13) • Prepositional phrases (2, 15) • Adjectives (3, 9) • Singular-plural nouns (4) • Proper nouns (5, 8) <u>Vocabulary</u> • Multiple-meaning words (14) <u>Interact in Meaningful Ways</u> • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
		Short Read 1	The Coldest Place on Earth	Informational Text: Science	630											
		Short Read 2	Postcards from Alex	Literary Text: Animal Fantasy	470											
		Word Study Read 1*	The Deserts of Utah	Informational Text: Science	470											
	2	Shared Read 3	A City Park Habitat	Informational Text: Science	590			• Identify Key Details and Determine Main Ideas (RI.2.1, RI.2.2, RI.2.10) • Use Text Features to Locate Information (RI.2.1, RI.2.5, RI.2.7) • Use Text Evidence to Draw Inferences (RI.2.1) • Make Connections Across Texts (RI.2.1, RI.2.9)	• r-Controlled Vowel ar (RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f)	• **New:** move, never, once, round, small, their, too, walk, where, year • **Review:** again, below, carry, does, eight, find, good, house, laugh, mother (RF.2.3f)	• Accuracy: Rereading (RF.2.4b)	• Read and Analyze the Prompt (W.2.2, W.2.4, W.2.10) • Reread to Find Text Evidence (W.2.2, , W.2.4, W.2.8, W.2.10) • Plan Your Essay (W.2.2, W.2.4, W.2.8, W.2.10) • Draft Your Essay (W.2.2, W.2.4, W.2.10) • Revise and Edit Your Essay (W.2.2, W.2.4, W.2.5, W.2.10)		• Capitalize Geographic Names (L.2.2a)	• Use Context Clues (L.2.4a, L.2.4e)	
		Shared Read 4	A New Home for Margie	Literary Text: Animal Fantasy	400											
		Extended Read 1	Habitats Around the World	Informational Text: Science	560											
		Word Study Read 2*	An Ocean Visit	Literary Text: Realistic	450											
	3	Shared Read 5	Burt the Sea Turtle	Literary Text: Animal Fantasy	510			• Identify Story Events (RL.2.1, RL.2.5, RL.2.10) • Identify Key Story Events (RL.2.1, RL.2.5, RL.2.10) • Analyze Story Structure (RL.2.1, RL.2.5, RL.2.7) • Compare and Contrast Key Concepts in Two Texts (RI.2.1, RI.2.9)	• r-Controlled Vowels er, ir, ur (RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f)	• **New:** all, away, better, by, change, done, even, found, learn, only • **Review:** move, never, once, round, small, their, too, walk, where, year (RF.2.3f)	• Prosody: Intonation • Prosody: Speed/Pacing–Varied • Inflection and Intonation–Stress (RF.2.4b)	• Read and Analyze the Prompt (W.2.1, W.2.4, W.2.10) • Reread to Find Text Evidence (W.2.1, W.2.4, W.2.8, W.2.10) • Plan Your Essay (W.2.1, W.2.4, W.2.8, W.2.10) • Draft Your Opinion Essay (W.2.1, W.2.4, W.2.8, W.2.10) • Revise and Edit Your Opinion Essay (W.2.1, W.2.4, W.2.5, W.2.10)		• Compound Sentences (L.2.1f)	• Distinguish Shades of Meaning (L.2.5b)	
		Extended Read 2	Lost in the Desert	Literary Text: Animal Fantasy	450											
		Word Study Read 3*	Kurt's Big Trip	Literary Text: Realistic	290											

*For additional Word Study/Decodable practice, see online.

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Unit 4: Many Characters, Many Points of View

Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading: Literary and Informational Standards Focus	Foundational: Phonics
4	1	Shared Read 1	The Boy Who Cried Wolf	Literary Text: Fable	440			• Identify Key Events (RL.2.1, RL.2.5, RL.2.10) • Analyze Story Structure (RL.2.5) • Identify Points of View (RL.2.6) • Analyze Characters (RL.2.3) • Compare and Contrast Two Folktales (RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.9)	• r-Controlled Vowels or, oar, ore (RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f)
		Shared Read 2	Ferdinand Frog and the Flea	Literary Text: End-Rhyme Poem	NP				
		Short Read 1	The Blind Men and the Elephant	Literary Text: Folktale	660				
		Short Read 2	How the Beetle Got Its Gorgeous Coat	Literary Text: Pourquoi Tale	580				
		Word Study Read 1*	How Deer Got Its Horn	Literary Text: Pourquoi Tale	570				
	2	Shared Read 3	A Good Switch!	Literary Text: Fable	420			• Identify Key Story Events (RL.2.1, RL.2.5, RL.2.10) • Analyze Story Structure (RL.2.1, RL.2.5, RL.2.7) • Analyze Characters (RL.2.1, RL.2.3) • Make Connections Across Texts (RL.2.1, RL.2.2, RL.2.9)	• r-Controlled Vowels ear, eer, ere (RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f)
		Shared Read 4	Ira and Jeb	Literary Text: Fable	680				
		Extended Read 1	Stone Soup	Literary Text: Folktale	440				
		Word Study Read 2*	City Mouse and Country Mouse	Literary Text: Fable	340				
	3	Shared Read 5	Why Owls Are Wise	Literary Text: Pourquoi Tale	710			• Identify Key Story Events (RL.2.1, RL.2.5, RL.2.10) • Identify Points of View (RI.2.1, RI.2.3) • Compare and Contrast Key Concept in Two Texts (RL.2.1, RL.2.9)	• r-Controlled Vowels air, are, ear, ere (RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f)
		Shared Read 6	Wind and Sun	Literary Text: Fable	550				
		Extended Read 2	The Stone Garden	Literary Text: Fractured Folktale	520				
		Word Study Read 3*	Goldilocks and the Three Bears	Literary Text: Fairy Tale	220				

*For additional Word Study/Decodable practice, see online.

Foundational: High-Frequency Words	Foundational: Fluency	Writing	Speaking and Listening	Language: Conventions of English	Language: Vocabulary Acquisition	Language: English Language Development (ESL)
• **New:** long, now, our, some, them, through, upon, was, when, work • **Review:** all, away, better, by, change, done, even, found, learn, only (RF.2.3f)	• Rate: Pacing (RF.2.4b)	• Introduce the Week 1 Research Prompt (W.2.7, W.2.8) • Pre-Search: Use Print Sources to Answer Guiding Question (W.2.2, W.2.4, W.2.7, W.2.8, W.2.10) • Conduct Research (W.2.2, W.2.4, W.2.7, W.2.8, W.2.10) • Plan Your Writing (W.2.2, W.2.4, W.2.7, W.2.8, W.2.10) • Revise and Edit Your Writing (W.2.2, W.2.4, W.2.5, W.2.10)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.2.1, SL.2.2, SL.2.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.2.4, SL.2.5, SL.2.6) are addressed in the Connect Across Discipline Projects.	• Use Dictionaries (L.2.2e)	• Use Context Clues (L.2.4a)	<u>Conventions of English</u> • Contractions (9) <u>Grammar and Syntax</u> • Pronouns (1) • Prepositional phrases (2) • Adjectives (3, 4, 13) • Adverbs (4, 14) • Conjunctions (8) <u>Text Structure</u> • Problem and solution (11) <u>Vocabulary</u> • Time words (5) • Word choice (6, 7) • Academic language (11) • Compound words (15) <u>Interact in Meaningful Ways</u> • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
• **New:** always, any, blue, buy, city, draw, four, great, how, live • **Review:** long, now, our, some, them, through, upon, was, when, work (RF.2.3f)	• Accuracy: Self-Correct (RF.2.4c)	• Introduce the Week 2 Research Prompt (W.2.7, W.2.8) • Pre-Search: Use Online Sources to Answer Guiding Question (W.2.3, W.2.4, W.2.7, W.2.8, W.2.10) • Conduct Research (W.2.7, W.2.8, W.2.10) • Plan Your Writing (W.2.3, W.2.4, W.2.7, W.2.8, W.2.10) • Revise and Edit Your Writing (W.2.3, W.2.4, W.2.5, W.2.10)		• Produce Complete Simple and Compound Sentences (L.2.1f) • Capitalize Titles (L.2.2g)	• Identify Real-Life Connections Between Words and Their Uses (L.2.5a)	
• **New:** another, boy, could, every, far, from, hurt, over, out, these • **Review:** always, any, blue, buy, city, draw, four, great, how, live (RF.2.3f)	• Prosody/Phrasing • Inflection and Intonation: Pitch • Expression: Dramatic Expression (RF.2.4b)	• Introduce the Week 3 Research Prompt (W.2.7, W.2.8) • Pre-Search: Use Digital Sources to Answer Guiding Question (W.2.4, W.2.7, W.2.8, W.2.10) • Conduct Research (W.2.1, W.2.4, W.2.7, W.2.8, W.2.10) • Plan Your Writing (W.2.1, W.2.4, W.2.7, W.2.8W.2.10) • Revise and Edit Your Writing (W.2.1, W.2.4, W.2.5, W.2.10)		• Use Comparative Adjectives and Adverbs (L.2.1e)	• Use Context Clues (L.2.4a, L.2.4e)	

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Unit 5: Solving Problems Through Technology

Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading: Literary and Informational Standards Focus	Foundational: Phonics	Foundational: High-Frequency Words	Foundational: Fluency	Writing	Speaking and Listening	Language: Conventions of English	Language: Vocabulary Acquisition	Language: English Language Development (ESL)
5	1	Shared Read 1	Anna Connelly: Inventor	Informational Text: Biography	700	K-2-ETS1-1	2.5	• Identify Key Details and Determine Main Idea (RI.2.1, RI.2.2, RI.2.10) • Identify Author's Purpose (RI.2.6, RI.2.8) • Use Text Features to Locate Information (RI.2.1, RI.2.5) • Use Text Evidence to Draw Inferences (RI.2.1) • Compare and Contrast Key Points in Two Biographies about Inventors (RI.2.1, RI.2.3, RI.2.9)	• Vowel-C-e and Consonant-le Syllables (RF.2.3c, RF.2.3e, RF.2.3f)	• **New:** answer, brown, country, start , then, there, wash, went, who, your • **Review:** another, boy, could, every, far, from, hurt, over, out, these (RF.2.3f)	• Rate: Pausing (RF.2.4b)	• Read and Analyze the Prompt (W.2.3, W.2.4, W.2.10) • Reread to Find Text Evidence (W.2.3, W.2.4, W.2.10) • Plan Your Narrative (W.2.3, W.2.4, W.2.10) • Draft Your Narrative (W.2.3, W.2.4, W.2.10) • Revise and Edit (W.2.3, W.2.4, W.2.5, W.2.10)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.2.1, SL.2.2, SL.2.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.2.4, SL.2.5, SL.2.6) are addressed in the Connect Across Discipline Projects.	• Compound Words (L.2.4d) • Prefixes (L.2.4b) • Use Adjectives (L.2.1e) • Combine Sentences (L.2.1f)	• Predict the Meaning of Compound Words (L.2.4d)	<u>Conventions of English</u> • Serial commas (4) <u>Grammar and Syntax</u> • Possessive adjectives and pronouns (1) • Adjectives (2, 10, 14) • Past tense verbs (5) • Irregular past tense verbs (9) <u>Vocabulary</u> • Word choice (6) • Multiple-meaning words (8) • Domain-specific vocabulary (13) <u>Interact in Meaningful Ways</u> • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
		Shared Read 2	Crazy Boys	Literary Text: End-Rhyme Poem	NP											
		Short Read 1	A Woman With Vision	Informational Text: Biography	770											
		Short Read 2	A Lucky Accident	Informational Text: Biography	820											
		Word Study Read 1*	Kid Inventors	Informational Text: Social Studies	620											
	2	Shared Read 3	A Colorful Invention	Informational Text: Social Studies	650			• Identify Key Details and Determine Main Ideas (RI.2.1, RI.2.2, RI.2.10) • Explain How Images Contribute to a Text (RI.2.1, RI.2.7) • Use Text Evidence to Draw Conclusions (RI.2.1, RI.2.6) • Compare and Contrast Key Points in Two Texts (RI.2.1, RI.2.9)	• Vowel Teams /oi/: oi, oy (RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f)	• **New:** above, began, different, enough, few, grow, they, were, which, why • **Review:** answer, brown, country, start , then, there, wash, went, who, your (RF.2.3f)	• Accuracy: Use Context (RF.2.4c)	• Read and Analyze the Prompt (W.2.2, W.2.4, W.2.10) • Reread to Find Text Evidence (W.2.2, W.2.4, W.2.8, W.2.10) • Organize Ideas (W.2.2, W.2.4, W.2.8, W.2.10) • Draft Your Essay (W.2.2, W.2.4, W.2.10) • Revise and Edit Your Essay (W.2.2, W.2.4, W.2.5, W.2.8, W.2.10)		• Root Words (L.2.4c) • Use Contractions (L.2.2c) • Use Commas (L.2.2b)	• Determine Multiple-Meaning Words (L.2.4a)	
		Shared Read 4	Eletelephony	Literary Text: Nonsense Poem	NP											
		Extended Read 1	Famous Inventors	Informational Text: Social Studies	650											
		Word Study Read 2*	The Curious Boy	Informational Text: Biography	580											
	3	Shared Read 5	A Robot That Cleans	Informational Text: Science	680			• Identify Key Details and Determine Main Ideas (RI.2.1, RI.2.2, RI.2.10) • Analyze Author's Purpose (RI.2.1, RI.2.5, RI.2.6) • Draw Inferences from Two Informational Texts (RI.2.1, RI.2.9)	• Vowel Teams /ou/: ou, ow (RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f)	• **New:** follow, girl, head, idea, kind, leave, might, next, often, paper • **Review:** above, began, different, enough, few, grow, they, were, which, why (RF.2.3f)	• Prosody: Expression • Phrasing: Subject/Predicate • Speed/Pacing: Short Pause (RF.2.4b)	• Read and Analyze the Prompt (W.2.1, W. 2.4, W.2.10) • Reread to Find Text Evidence (W.2.1, W.2.4, W.2.8, W.2.10) • Plan Your Essay (W.2.1, W.2.4, W.2.8, W.2.10) • Draft Your Essay (W.2.1, W.2.4, W.2.8, W.2.10) • Revise and Edit Your Essay (W.2.1, W.2.4, W.2.5, W.2.10)		• Irregular Plural Nouns (L.2.1b)	• Predict the Meaning of Compound Words (L.2.4d)	
		Shared Read 6	A Smart Pillow	Literary Text: Realistic Fiction	790											
		Extended Read 2	Robots Go to School	Informational Text: Social Studies	560											
		Word Study Read 3*	Robots	Informational Text: Social Studies	430											

*For additional Word Study/Decodable practice, see online.

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Unit 6: Tales to Live By

Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading	Foundational
								Literary and Informational Standards Focus	**Phonics**
6	1	Shared Read 1	The Best Idea	Literary Text: Fable	500	2-LS4-1		• Identify Key Events (RL.2.1, RL.2.5, RL.2.10) • Describe the Overall Structure of a Story (RL.2.3, RL.2.5) • Determine the Central Message (RL.2.2) • Identify Point of View (RL.2.6) • Use Text Evidence to Draw Inferences (RL.2.1) • Compare and Contrast the Central Message in a Folktale and Myth (RL.2.1, RL.2.2)	• Vowel Teams /oo/: oo, ui, ew, ue, u, ou, oe (RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f)
		Shared Read 2	The Size of Kindness	Literary Text: Pourquoi Tale	790				
		Short Read 1	Why the Sky is Far Away	Literary Text: Pourquoi Tale	650				
		Short Read 2	King Midas	Literary Text: Myth	640				
		Word Study Read 1*	Mercury and the Ax	Literary Text: Myth	380				
	2	Shared Read 3	Fox Gets Tricked	Literary Text: Trickster Tale	500			• Identify Key Story Events (RL.2.1, RL.2.5, RL.2.10) • Draw Inferences about Characters (RL.2.1, RL.2.3) • Acknowledge Differences in the Points of View of Characters (RL.2.1, RL.2.6) • Make Connections Across Texts (RL.2.1, RL.2.2)	• Vowel Teams /oo/: oo, ou (RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f)
		Shared Read 4	The Lion and the Man	Literary Text: Fable	620				
		Extended Read 1	A Foxy Garden	Literary Text: Trickster Tale	530				
		Word Study Read 2*	The Many Tales of Red Riding Hood	Informational Text: Social Studies	560				
	3	Shared Read 5	A Gift for Mom	Literary Text: Realistic Fiction	420			• Identify Key Events (RL.2.1, RL.2.5, RL.2.10) • Determine the Central Message in Two Stories (RL.2.1, RL.2.2) • Compare and Contrast Points of View in Two Stories (RL.2.1, RL.2.6)	• Vowel Teams /ô/: al, aw, au, (w)a (RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f)
		Shared Read 6	Try, Try Again	Literary Text: End-Rhyme Poem	NP				
		Extended Read 2	On One Wheel	Literary Text: Realistic Fiction	460				
		Word Study Read 3*	No Small Trick	Literary Text: Realistic Fiction	310				

*For additional Word Study/Decodable practice, see online.

Foundational		Writing	Speaking and Listening	Language		
High-Frequency Words	**Fluency**			**Conventions of English**	**Vocabulary Acquisition**	**English Language Development (ESL)**
• **New:** point, river, second, song, think, three, until, watch, white, young • **Review:** follow, girl, head, idea, kind, leave, might, next, often, paper (RF.2.3f)	• Rate: Pacing (RF.2.4b)	• Read and Analyze the Prompt (W.2.2, W.2.4, W.2.10) • Reread to Find Text Evidence (W.2.2, W.2.4, W.2.10) • Plan Your Essay (W.2.2, W.2.4, W.2.8, W.2.10) • Draft an Essay (W.2.2, W.2.4, W.2.8, W.2.10) • Revise and Edit Your Essay (W.2.1, W.2.4, W.2.5, W.2.10)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.2.1, SL.2.2, SL.2.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.2.4, SL.2.5, SL.2.6) are addressed in the Connect Across Discipline Projects.	• Past-Tense Irregular Verbs (L.2.1d) • Review Compound Words (L.2.4d) • Show Possessives Correctly (L.2.2c)		Grammar and Syntax • Adjectives (1, 8) • Irregular past tense verbs (2) • Conjunctions (4) • Pronouns (9) • Prepositional phrases (14) Text Structure • Sequence (3) • Cause and effect (7) Vocabulary • Academic vocabulary (3, 7) • Suffixes (5) • Idioms (10) • Compound words (13) • Word choice (15) Interact in Meaningful Ways • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
• **New:** add, between, close, example, food, group, hear, home, left, mountain • **Review:** point, river, second, song, think, three, until, watch, white, young (RF.2.3f)	• Accuracy: Rereading (RF.2.4b)	• Read and Analyze the Prompt (W.2.3, W.2.4, W.2.10) • Reread to Find Text Evidence (W.2.3, W.2.4, W.2.10) • Plan Your Story (W.2.3, W.2.4, W.2.10) • Draft Your Story (W.2.3, W.2.4, W.2.10) • Revise and Edit Your Story (W.2.3, W.2.4, W.2.5, W.2.10)		• Complete Sentences (L.2.1f) • Use Adverbs Correctly (L.2.1e)	• Identify Real-Life Connections Between Words and Their Uses (L.2.5a)	
• **New:** music, night, old, picture, sentence, spell, thought, together, while, world • **Review:** add, between, close, example, food, group, hear, home, left, mountain (RF.2.3f)	• Prosody: Inflection (RF.2.4b) • Expression: Anticipation/Mood (RF.2.4b) • Phrasing: High-Frequency Words (RF.2.4c)	• Read and Analyze the Prompt (W.2.1, W.2.4, W.2.10) • Reread to Find Text Evidence (W.2.1, W.2.4, W.2.8, W.2.10) • Plan Your Essay (W.2.1, W.2.4, W.2.8, W.2.10) • Draft Your Essay (W.2.1, W.2.4, W.2.8, W.2.10) • Revise and Edit Your Essay (W.2.1, W.2.4, W.2.5, W.2.10)		• Use Words with Prefixes (L.2.4b)	• Clarify the Meaning of Unfamiliar Words (L.2.4, L.2.4e)	

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Unit 7: Investigating the Past

Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading: Literary and Informational Standards Focus	Foundational: Phonics
7	1	Shared Read 1	A Look Back at Bell	Informational Text: Social Studies	770	2-ESS1-1 2-LS4-1	2.1 2.2 2.3 2.5	• Identify Key Events (RL.2.1, RL.2.5, RL.2.10) • Use Images to Clarify a Text (RI.2.7) • Identify Cause and Effect Relationships in a Text (RL.2.5) • Identify Key Details and Determine Main Idea (RI.2.2) • Compare and Contrast Two First Person Accounts (RI.2.9)	• Compound Words (RF.2.3b, RF.2.3c, RF.2.3e, RF.2.3f)
		Shared Read 2	Buffalo Dusk	Literary Text: Narrative Poem	NP				
		Short Read 1	The Oregon Trail	Informational Text: Diary	570				
		Short Read 2	Helen Keller: Words through Touch	Informational Text: Journal	780				
		Word Study Read 1*	Dear Diary	Informational Text: Diary	520				
	2	Shared Read 3	A Gift to America	Informational Text: Social Studies	690			• Identify Key Details and Determine Main Ideas (RI.2.1, RI.2.2, RI.2.10) • Use Images to Clarify a Text (RI.2.1, RI.2.7) • Describe the Connection Between Concepts in a Text (RI.2.1, RI.2.3) • Making Connections Across Texts (RI.2.1, RI.2.9)	• Inflectional Endings with Spelling Changes (RF.2.3b, RF.2.3c, RF.2.3e, RF.2.3f)
		Shared Read 4	In the British Museum	Literary Text: End-Rhyme Poem	NP				
		Extended Read 1	Primary Sources	Informational Text: Social Studies	640				
		Word Study Read 2*	Grandpa's Treasure Chest	Literary Text: Realistic Fiction	470				
	3	Shared Read 5	Newton and Gravity	Informational Text: Biography	840			• Identify Key Details and Determine Main Ideas (RI.2.1, RI.2.2, RI.2.10) • Identify Cause and Effect Relationships (RI.2.1, RI.2.3) • Compare and Contrast Key Concepts in Two Texts (RI.2.1, RI.2.9)	• Related Root Words (RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f)
		Shared Read 6	An Exciting Day in San Francisco	Narrative Nonfiction: Diary	640				
		Extended Read 2	A Dinosaur Named SUE	Narrative Nonfiction: Journal	600				
		Word Study Read 3*	A New Discovery	Informational Text: Social Studies	560				

*For additional Word Study/Decodable practice, see online.

Foundational: High-Frequency Words	Foundational: Fluency	Writing	Speaking and Listening	Language: Conventions of English	Language: Vocabulary Acquisition	Language: English Language Development (ESL)
• **New:** air, along, begin, children, important, letter, open, own, sound, talk • **Review:** music, night, old, picture, sentence, spell, thought, together, while, world (RF.2.3f)	• Rate: Pausing (RF.2.4b)	• Read and Analyze the Prompt (W.2.2, W.2.4, W.2.10) • Reread to Find Text Evidence (W.2.2, W.2.4, W.2.10) • Plan Your Essay (W.2.2, W.2.4, W.2.8, W.2.10) • Draft Your Essay (W.2.2, W.2.4, W.2.8, W.2.10) • Revise and Edit Your Essay (W.2.1, W.2.4, W.2.5, W.2.10)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.2.1, SL.2.2, SL.2.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.2.4, SL.2.5, SL.2.6) are addressed in the Connect Across Discipline Projects.	• Past-Tense Irregular Verbs (L.2.1d) • Complete Simple and Compound Sentences (L.2.1f)	• Compare Formal and Informal Language (L.2.3a) • Use Shades of Meaning (L.2.5b)	<u>Grammar and Syntax</u> • Proper nouns (1, 14) • Prepositional phrases (3) • Verbs (5) • Irregular past tense verbs (11) • Adjectives (13) <u>Text Structure</u> • Cause and effect (2) <u>Vocabulary</u> • Academic language (2) • Domain-specific vocabulary (9) • Compound words (4, 10) • Multiple-meaning words (8) <u>Interact in Meaningful Ways</u> • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
• **New:** almost, animal, around, body, color, eye, form, high, light, story • **Review:** air, along, begin, children, important, letter, open, own, sound, talk (RF.2.3f)	• Accuracy: Self-Monitoring (RF.2.4b)	• Read and Analyze the Prompt (W.2.3, W.2.4, W.2.10) • Reread to Find Text Evidence (W.2.3, W.2.4, W.2.10) • Organize Ideas (W.2.3, W.2.4, W.2.10) • Draft a Diary Entry (W.2.3, W.2.4, W.2.10) • Revise and Edit (W.2.3, W.2.4, W.2.5, W.2.10)		• Produce Complete Simple and Compound Sentences (L.2.1f)	• Compare Formal and Informal Language (L.2.3a)	
• **New:** across, become, complete, during, happened, hundred, problem, toward, study, wind • **Review:** almost, animal, around, body, color, eye, form, high, light, story (RF.2.3f)	• Prosody: Pitch (RF.2.4b) • Speed/Pacing: Slow (RF.2.4b) • Phrasing: Compound Sentences (RF.2.4c)	• Read and Analyze the Prompt (W.2.1, W.2.4, W.2.8, W.2.10) • Reread to Find Text Evidence (W.2.1, W.2.4, W.2.8, W.2.10) • Organize Ideas (W.2.1, W.2.4, W.2.8, W.2.10) • Draft an Opinion Essay (W.2.1, W.2.4, W.2.8, W.2.10) • Revise and Edit (W.2.1, W.2.4, W.2.5, W.2.10)		• Use Proper Nouns (L.2.2a) • Use Contractions (L.2.2c)	• Distinguish Shades of Meaning (L.2.5b)	

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Unit 8: Wind and Water Change Earth

Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading: Literary and Informational Standards Focus	Foundational: Phonics
8	1	Shared Read 1	Volcano!	Informational Text: Science	860	2-ESS1-1 2-ESS2-1 2-ESS2-3 2-LS4-1 K-2-ETS1-1	2.2	• Identify Key Details and Determine Main Idea (RI.2.1, RI.2.2, RI.2.10) • Analyze Cause and Effect (RI.2.3) • Analyze How Reasons Support Points in a Text (RI.2.8) • Compare and Contrast Two Informational Texts (RI.2.6, RI.2.9)	• Irregular Plural Nouns (RF.2.3e, RF.2.3f)
		Shared Read 2	I Am Wind	Literary Text: End-Rhyme Poem	NP				
		Short Read 1	Tornado!	Informational Text: Science	780				
		Short Read 2	Water's Awesome Wonder	Opinion Text	860				
		Word Study Read 1*	The Big Blizzard	Literary Text: Realistic Fiction	550				
	2	Shared Read 3	How a Mountain Changes	Informational Text: Science	820			• Identify Key Details and Determine Main Ideas (RI.2.1, RI.2.2, RI.2.10) • Analyze Cause and Effect Text Structure (RI.2.1, RI.2.3) • Identify Author's Purpose (RI.2.6) • Make Connections Across Texts (RI.2.9)	• Words with -er or -or Endings (RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f)
		Shared Read 4	Hans Saves the Village	Literary Text: Folktale	800				
		Extended Read 1	Earth's Changes	Informational Text: Science	600				
		Word Study Read 2*	My Beach	Literary Text: Realistic Fiction	410				
	3	Shared Read 5	Beautiful Sand Dunes	Informational Text: Science	850			• Identify Key Details and Determine Main Ideas (RI.2.1, RI.2.2, RI.2.8, RI.2.10) • Identify Opinions and Reasons (RI.2.1, RI.2.2, RI.2.8, RI.2.10) • Analyze Reasons and Evidence (RI.2.1, RI.2.8, RI.2.9)	• Comparatives -er, -est (RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f)
		Shared Read 6	Fishing in the Desert	Literary Text: Social Studies	650				
		Extended Read 2	Surf Haven Debates Its Future	Informational Text: News Article	610				
		Word Study Read 3*	Zoo: Yes or No?	Opinion Text	470				

*For additional Word Study/Decodable practice, see online.

Foundational: High-Frequency Words	Foundational: Fluency	Writing	Speaking and Listening	Language: Conventions of English	Language: Vocabulary Acquisition	Language: English Language Development (ESL)
• **New:** against, certain, door, early, field, heard, knew, listen, morning, several • **Review:** across, become, complete, during, happened, hundred, problem, toward, study, wind (RF.2.3f)	• Rate: Pacing (RF.2.4b)	• Introduce the Unit 8 Research Project (W.2.7, W.2.8) • Pre-Search: Use Print Sources to Identify Research Topics (W.2.7, W.2.8) • Pre-Search: Use Online Sources to Choose Research Topics (W.2.7, W.2.8) • Write Guiding Research Questions (W.2.7, W.2.8) • Identify Possible Sources (W.2.7, W.2.8)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.2.1, SL.2.2, SL.2.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.2.4, SL.2.5, SL.2.6) are addressed in the Connect Across Discipline Projects.	• Compound Words (L.2.4d) • Compare Formal and Informal Language (L.2.3a) • Use Adjectives (L.2.1e)	• Distinguish Shades of Meaning (L.2.5b)	<u>Conventions of English</u> • Contractions (4) <u>Grammar and Syntax</u> • Subject-verb agreement (1) • Prepositions (5, 14) • Adjectives (8) • Pronouns (9) • Adverbs (10) • Nouns (13) <u>Text Structure</u> • Cause and effect (6) <u>Vocabulary</u> • Academic language (6) <u>Interact in Meaningful Ways</u> • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
• **New:** area, ever, hours, measure, notice, order, piece, short, today, true • **Review:** against, certain, door, early, field, heard, knew, listen, morning, several (RF.2.3f)	• Accuracy: Self-Monitoring (RF.2.4b)	• Reread to Find Text Evidence (W.2.4, W.2.7, W.2.8, W.2.10) • Take Notes (W.2.4, W.2.7, W.2.8, W.2.10) • Paraphrase Information (W.2.4, W.2.7, W.2.8, W.2.10) • Evaluate Your Notes (W.2.7, W.2.8, W.2.10) • Plan Your Writing (W.2.7, W.2.8, W.2.10)			• Compare Formal and Informal Language (L.2.3a)	
• **New:** covered, cried, figure, horse, money, products, questions, since, usually, voice • **Review:** area, ever, hours, measure, notice, order, piece, short, today, true (RF.2.3f)	• Prosody/ Phrasing (RF.2.4b) • Inflection/ Intonation: Pitch (RF.2.4b) • Phrasing: Compound Sentences (RF.2.4c)	• Draft an Informative/Explanatory Report: Introduction (W.2.2, W.2.4, W.2.10) • Draft an Informative/Explanatory Report (W.2.2, W.2.4, W.2.10) • Revise an Informative/Explanatory Report (W.2.2, W.2.4, W.2.5, W.2.10) • Edit an Informative/Explanatory Report (W.2.2, W.2.4, W.2.5, W.2.6, W.2.10)		• Capitalize Proper Nouns (L.2.2a) • Capitalize Geographic Names (L.2.2a) • Produce Simple and Compound Sentences (L.2.1f)	• Distinguish Shades of Meaning (L.2.5b)	

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Unit 9: Buyers and Sellers														
Unit	**Week**	**Student Reads**	**Selection Title**	**Genre**	**Lexile**	**Next Generation Science Standards**	**CA-HSS Standards**	**Reading**	**Foundational**	**Foundational**		**Writing**	**Speaking and Listening**	**Language**		
								Literary and Informational Standards Focus	**Phonics**	**High-Frequency Words**	**Fluency**			**Conventions of English**	**Vocabulary Acquisition**	**English Language Development (ESL)**
9	1	Shared Read 1	From Tree to Baseball Bat	Informational Text: Procedural	780	2-PS1-2 2-LS4-1 K-2-ETS1-1	2.4	• Identify Key Details and Determine Main Idea (RI.2.1, RI.2.2, RI.2.10) • Identify Author's Purpose (RI.2.1, RI.2.6) • Identify Story Events (RL.2.1, RL.2.5, RL.2.10) • Identify and Analyze Sequential Text Structure (RL.2.5) • Draw Inferences (RL.2.1) • Compare and Contrast an Informational and Literary Text (RL.2.9, RI.2.9)	• Words with -y or -ly Endings (RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f)	• **New:** able, behind, carefully, common, easy, fact, remember, sure, vowel, whole • **Review:** covered, cried, figure, horse, money, products, questions, since, usually, voice (RF.2.3f)	• Rate: Pacing (RF.2.4b)	• Introduce the Unit 9 Research Project (W.2.7, W.2.8) • Pre-Search: Use Print Sources to Identify Research Topics (W.2.7, W.2.8) • Pre-Search: Use Online Sources to Choose Research Topics (W.2.7, W.2.8) • Write Guiding Research Questions (W.2.4, W.2.7, W.2.8, W.2.10) • Identify Possible Sources (W.2.7, W.2.8)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.2.1, SL.2.2, SL.2.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.2.4, SL.2.5, SL.2.6) are addressed in the Connect Across Discipline Projects.	• Contractions (L.2.2c)	• Predict the Meaning of Compound Words (L.2.4d)	Conventions of English • End punctuation (14) Grammar and Syntax • Singular and plural nouns (1, 8) • Adjectives (2, 4) • Irregular past tense verbs (3, 10) Text Structure • Procedural (9, 13) • Sequence (11) Vocabulary • Linking words (5) • Signal words (9, 13) • Academic language (11) • Build vocabulary (12) Interact in Meaningful Ways • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
		Short Read 1	Fresh from the Market	Informational Text: Social Studies	800											
		Short Read 2	Goat and Bear in Business	Literary Text: Animal Fantasy	660											
		Word Study Read 1*	A Baker's Dozen	Literary Text: Folktale	510											
	2	Shared Read 3	Juice in Your Glass!	Informational Text: Procedural	760			• Identify Key Details and Determine Main Ideas (RI.2.1, RI.2.2, RI.2.10) • Analyze the Sequence of Events (RI.2.1, RI.2.3) • Identify Author's Purpose (RI.2.1, RI.2.6) • Compare and Contrast Key Points in Two Texts (RI.2.1, RI.2.9)	• Schwa (RF.2.3c, RF.2.3e, RF.2.3f)	• **New:** ago, government, half, machine, pair, quickly, scientist, thousand, understood, wait • **Review:** able, behind, carefully, common, easy, fact, remember, sure, vowel, whole (RF.2.3f)	• Accuracy: Use Context (RF.2.4c)	• Reread to Find Text Evidence (W.2.4, W.2.7, W.2.8, W.2.10) • Take Notes (W.2.4, W.2.7, W.2.8,W.2.10) • Paraphrase Information (W.2.4, W.2.7, W.2.8,W.2.10) • Evaluate Your Notes (W.2.7, W.2.8, W.2.10) • Plan Your Writing (W.2.7, W.2.8, W.2.10)			• Identify Real-Life Connections (L.2.5a)	
		Shared Read 4	The Best Snow Day	Literary Text: Realistic Fiction	610											
		Extended Read 1	From Pine Tree to Pizza Box	Informational Text: Procedural	630											
		Word Study Read 2*	Let's Make Peanut Butter	Informational Text: Procedural	620											
	3	Shared Read 5	Market Day	Literary Text: Realistic Fiction	670			• Identify Story Events (RL.2.1, RL.2.5, RL.2.10) • Use Text Evidence to Draw Inferences (RI.2.1) • Compare and Contrast Key Concepts in Two Texts (RI.2.1, RI.2.9)	• Silent Letters (RF.2.3c, RF.2.3e, RF.2.3f)	• **New:** among, building, circle, decided, finally, heavy, include, nothing, special, wheel • **Review:** ago, government, half, machine, pair, quickly, scientist, thousand, understood, wait (RF.2.3f)	• Prosody/ Expression • Pausing–Full Stop • Rate: Speed/Pacing–Slow (RF.2.4b)	• Draft a Narrative (W.2.3, W.2.4, W.2.10) • Revise a Narrative (W.2.3, W.2.4, W.2.5, W.2.10) • Edit a Narrative (W.2.3, W.2.4, W.2.5, W.2.6W.2.10)		• Use Contractions (L.2.2c) • Use Possessives (L.2.2c)	• Predict the Meaning of Compound Words (L.2.4d)	
		Shared Read 6	Bartering	Informational Text: Social Studies	590											
		Extended Read 2	The Paper Dinosaurs	Literary Text: Fantasy	650											
		Word Study Read 3*	Our Class Knows!	Literary Text: Realistic Fiction	340											

*For additional Word Study/Decodable practice, see online.

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Benchmark Advance
Grade 2 Skills and Strategies

Unit 10: States of Matter

Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading: Literary and Informational Standards Focus	Foundational: Phonics
10	1	Shared Read 1	Soap Shapes	Informational Text: Procedural	720	2-PS1-1 2-PS1-3 2-PS1-4 2-ESS1-1 2-ESS2-3 K-2-ETS1-2	2.4	• Identify Key Details and Determine Main Idea (RI.2.1, RI.2.2, RI.2.10) • Identify Author's Purpose (RI.2.6) • Use Images to Clarify a Text (RI.2.7) • Identify Key Details and Determine Main Idea (RI.2.1, RI.2.2, RI.2.10) • Identify and Describe Technical Procedures (RI.2.3) • Compare and Contrast Text Features of Procedural Texts (RI.2.9)	• Possessives (RF.2.3c, RF.2.3e, RF.2.3f)
		Shared Read 2	It's All Water	Literary Text: End-Rhyme Poem	NP				
		Short Read 1	The Art of Origami	Informational Text: Procedural	680				
		Short Read 2	Sand Sculpture	Informational Text: Science	850				
		Word Study Read 1*	World's Best Glass Art	Informational Text: Science	560				
	2	Shared Read 3	A Solar-Powered Solution	Informational Text: Science	880			• Identify Key Details and Determine Main Ideas (RI.2.1, RI.2.2, RI.2.10) • Use Images to Clarify a Text (RI.2.1, RI.2.5, RI.2.7) • Draw Inferences to Form a Hypothesis (RI.2.1, RI.2.6) • Synthesize Information from Two Texts to Discuss a Topic (RI.2.1, RI.2.9)	• Prefixes un-, re-, dis- (RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f)
		Shared Read 4	That's Cool!	Informational Text: Procedural	770				
		Extended Read 1	Changing Matter	Informational Text: Science	640				
		Word Study Read 2*	Sand Becomes Glass!	Narrative Nonfiction: Letter	540				
	3	Shared Read 5	Old Faithful	Informational Text: Science	820			• Identify Key Details and Determine Main Ideas (RI.2.1, RI.2.2, RI.2.10) • Identify Technical Procedures (RI.2.1, RI.2.3) • Compare and Contrast Key Concepts in Two Texts (RI.2.1, RI.2.9)	• Suffixes -ful, -less (RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f)
		Shared Read 6	Driftwood Art	Informational Text: Science	770				
		Extended Read 2	How Mount Rushmore Was Made	Informational Text: Biography	660				
		Word Study Read 3*	Beautiful Ice Cities	Informational Text: Science	560				

*For additional Word Study/Decodable practice, see online.

Foundational: High-Frequency Words	Foundational: Fluency	Writing	Speaking and Listening	Language: Conventions of English	Language: Vocabulary Acquisition	Language: English Language Development (ESL)
• **New:** brought, contain, front, gave, inches, material, noun, ocean, strong, verb • **Review:** among, building, circle, decided, finally, heavy, include, nothing, special, wheel (RF.2.3f)	• Rate: Pausing (RF.2.4b)	• Introduce the Unit 10 Research Project (W.2.7, W.2.8) • Pre-Search: Use Print Sources to Identify Research Topics (W.2.7, W.2.8) • Pre-Search: Use Online Sources to Choose Research Topics (W.2.7, W.2.8) • Write Guiding Questions (W.2.1, W.2.4, W.2.7, W.2.8, W.2.10) • Identify Sources (W.2.7, W.2.8)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.2.1, SL.2.2, SL.2.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.2.4, SL.2.5, SL.2.6) are addressed in the Connect Across Discipline Projects.	• Reflexive Pronouns (L.2.1c)	• Use Root Words (L.2.4c)	<u>Conventions of English</u> • Serial commas (5) <u>Grammar and Syntax</u> • Verbs (4) • Past and present continuous tense verbs (9) • Past tense verbs (13) • Adjectives (14) <u>Text Structure</u> • Sequence (12) <u>Vocabulary</u> • Linking words (2, 8) • Multiple-meaning words (10) • Academic language (12) <u>Interact in Meaningful Ways</u> • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
• **New:** built, correct, inside, island, language, oh, person, street, system, warm • **Review:** brought, contain, front, gave, inches, material, noun, ocean, strong, verb (RF.2.3f)	• Accuracy: Self-Correct (RF.2.4c)	• Reread to Find Text Evidence (W.2.4, W.2.7, W.2.8, W.2.10) • Take Notes (W.2.1, W.2.4, W.2.7, W.2.8, W.2.10) • Paraphrase Information (W.2.4, W.2.7, W.2.8, W.2.10) • Evaluate Notes (W.2.4, W.2.7, W.2.8, W.2.10) • Plan Writing (W.2.4, W.2.7, W.2.8, W.2.10)		• Adjectives (L.2.1e)	• Use Root Words (L.2.4c)	
• **New:** dark, clear, explain, force, minutes, object, plane, power, produce, surface • **Review:** built, correct, inside, island, language, oh, person, street, system, warm (RF.2.3f)	• Prosody/ Intonation • Inflection/ Intonation–Pitch • Speed/ Pacing–Varied (RF.2.4b)	• Draft an Opinion Essay: Introduction (W.2.1, W.2.4, W.2.7, W.2.10) • Draft an Opinion Essay: Body (W.2.1, W.2.4, W.2.7, W.2.10)) • Draft an Opinion Essay: Conclusion (W.2.1, W.2.4, W.2.6, W.2.7, W.2.10) • Revise an Opinion Essay (W.2.1, W.2.4, W.2.5, W.2.7, W.2.10) • Edit an Opinion Essay (W.2.1, W.2.4, W.2.5, W.2.6, W.2.7, W.2.10)		• Use Proper Nouns (L.2.2a) • Use Dictionaries (L.2.2e) • Use Commas (L.2.2b)	• Identify Real-Life Connections Between Words and Their Uses (L.2.5a)	

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Integrated English Language Development Correlation to the California English Language Development Standards

Part 1: Interacting in Meaningful Ways				
A. Collaborative	**Emerging**	**Expanding**	**Bridging**	**Benchmark Ready to Advance**
ELD.PI.6.1	***Exchanging information/ideas*** Engage in conversational exchanges and express ideas on familiar topics by asking and answering *yes-no* and *wh-* questions and responding using simple phrases.	***Exchanging information/ideas*** Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.	***Exchanging information/ideas*** Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.	**TEACHER RESOURCE SYSTEM: Unit 1:** 5, 11, 25, 38, 47, 55, 75, 87 **Unit 2:** 123, 125, 129, 131, 139, 147, 168, 169, 173, 177, 183, 185, 189 **Unit 3:** 5, 7, 9, 17, 19, 21, 38, 41, 57, 65, 70, 75, 81, 85, 87, 93, 95 **Unit 4:** 103, 136, 137, 141, 145, 147, 149, 151, 155, 157, 159, 161, 168, 169, 187, 193 **Unit 5:** 5, 7, 23, 38, 49, 53, 70, 87, 95, 97 **Unit 6:** 103, 107, 111, 115, 117, 121, 123, 125, 131, 136, 137, 141, 147, 149, 151, 157, 159, 168, 173, 183, 187, 189 **Unit 7:** 5, 9, 25, 33, 38, 41, 43, 47, 49, 53, 55, 70, 71, 75, 83, 85, 87, 89, 95 **Unit 8:** 102, 107, 111, 113, 119, 123, 131, 139, 145, 149, 151, 155, 157, 161, 168, 169, 175, 181, 185, 193 **Unit 9:** 5, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 38, 39, 43, 55, 61, 65, 79 **Unit 10:** 103, 113, 115, 117, 119, 121, 123, 129, 136, 139, 145168, 173, 185, 195
ELD.PI.6.2	***Interacting via written English*** Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.	***Interacting via written English*** Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate.	***Interacting via written English*** Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.	**TEACHER RESOURCE SYSTEM: Unit 3:** 45, 51, 73 **Unit 4:** 111, 119, 131 **Unit 5:** 51 **Unit 6:** 107, 115, 117, 145, 153 **Unit 7:** 5, 79, 93 **Unit 8:** 147, 153, 173, 179, 191, 195 **Unit 9:** 7, 21, 75, 87, 93, 97 **Unit 10:** 147, 163

ELD.PI.6.3	***Supporting opinions and persuading others*** Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or ask for clarification) using basic learned phrases (e.g., I *think . . . , Would you please repeat that?*), as well as open responses.	***Supporting opinions and persuading others*** Negotiate with or persuade others in conversations (e.g., to provide counter-arguments) using an expanded set of learned phrases (*I agree with X, but . . .*), as well as open responses.	***Supporting opinions and persuading others*** Negotiate with or persuade others in conversations using appropriate register (e.g., to reflect on multiple perspectives) using a variety of learned phrases, indirect reported speech (e.g., *I heard you say X, and Gabriel just pointed out Y*), as well as open responses.	**TEACHER RESOURCE SYSTEM: Unit 1:** 29, 31 **Unit 2:** 103, 139, 155, 161, 179 **Unit 3:** 15, 33, 55, 95 **Unit 6:** 161, 163, 179 **Unit 7:** 63 **Unit 8:** 123, 143 **Unit 10**: 107, 181
ELD.PI.6.4	***Adapting language choices*** Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).	***Adapting language choices*** Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.	***Adapting language choices*** Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, task, and audience.	**TEACHER RESOURCE SYSTEM: Unit 1:** 9, 11, 53, 59 **Unit 2:** 119, 139 **Unit 3:** 19, 27, 29, 33, 41, 53 **Unit 4:** 163, 177, 183, 189, 195 **Unit 5:** 21, 33 **Unit 7:** 27, 39, 70, 87 **Unit 8:** 136, 141, 191 **Unit 9:** 5 **Unit 10:** 185, 195
B. Interpretive	**Emerging**	**Expanding**	**Bridging**	**Benchmark Ready to Advance**
ELD.PI.6.5	***Listening actively*** Demonstrate active listening in oral presentation activities by asking and answering basic questions with prompting and substantial support.	***Listening actively*** Demonstrate active listening in oral presentation activities by asking and answering detailed questions with occasional prompting and moderate support.	***Listening actively*** Demonstrate active listening in oral presentation activities by asking and answering detailed questions with minimal prompting and support.	**TEACHER RESOURCE SYSTEM: Unit 1:** 21, 25, 33, 38, 70, 97 **Unit 2**: 103, 109, 117, 129, 151, 157, 168, 173, 183, 187 **Unit 3:** 15, 19, 21, 38, 59, 70, 81, 85, 87, 93 **Unit 4**: 103, 105, 136, 137, 147, 151, 153, 157, 168, 179 **Unit 5:** 15, 21, 29, 59, 70, 75, 93, 95, 97 **Unit 6:** 103, 117, 121, 136, 191, 195 **Unit 7:** 19, 25, 27, 33, 38, 43, 47, 49, 55, 59, 71, 85, 91, 95 **Unit 8:** 102, 111, 136, 147, 177, 185 **Unit 9:** 31, 38, 65, 70, 81 **Unit 10**: 105, 107, 109. 113, 136, 141, 143, 153, 163169, 173, 175

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ELD.PI.6.6a	***Reading/viewing closely*** a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with substantial support.	***Reading/viewing closely*** a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with moderate support.	***Reading/viewing closely*** a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with light support.	**TEACHER RESOURCE SYSTEM: Unit 1:** 7, 13, 29, 41, 45, 47, 55, 75, 77, 79 **Unit 2:** 107, 109, 121, 127, 129, 131, 149, 171, 181, **193 Unit 3:** 7, 11, 13, 17, 23, 25, 29, 31, 33, 39, 41, 73, 77, 97 **Unit 4:** 109, 117, 123, 159, 181, 185, 193 **Unit 5:** 17, 31, 39, 43, 45, 47, 49 **Unit 6:** 111, 113, 119, 129, 171, 175, 177 **Unit 7:** 7, 9, 13, 15, 17, 23, 51, 73, 87 **Unit 8:** 143, 145, 161, 171, 175, 177, 187, 193 **Unit 9:** 9, 11, 13, 17, 23, 29, 33, 41, 45, 47, 53, 55, 59, 63, 73, 81 **Unit 10:** 123, 129, 137, 139, 149, 161, 175
ELD.PI.6.6b	b) Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using some frequently used verbs (e.g., *shows that, based on*).	b) Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of verbs (e.g., *suggests that, leads to*).	b) Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., *indicates that, influences*).	**TEACHER RESOURCE SYSTEM: Unit 1:** 11, 15, 29, 47, 63, 83, 95 **Unit 2:** 107, 111, 113, 121, 127, 129, 131, 141, 147, 149, 155, 161, 175, 177 **Unit 3**: 7, 11, 13, 17, 23, 25, 29, 31, 33, 41, 71, 75, 83, 89, 97 **Unit 4:** 109, 117, 123, 159, 171, 175, 187 **Unit 5:** 13, 31, 41, 51, 55, 73, 77, 83 **Unit 6:** 7, 105, 107, 109, 111, 115, 121, 127, 129, 137, 139, 141, 143, 145, 147, 149, 151, 155, 157, 159, 169, 181, 187 **Unit 7:** 29, 41, 45, 57, 77, 81 **Unit 8**: 105, 109, 115, 117, 121, 125, 127, 129, 137, 181 **Unit 9:** 7, 9, 11, 13, 17, 23, 29, 33, 59, 77, 79 **Unit 10:** 177

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ELD.PI.6.6c	c) Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.	c) Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.	c) Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.	**TEACHER RESOURCE SYSTEM: Unit 1:** 17, 23, 29, 43, 47, 53, 59, 85, 89, 91 **Unit 2:** 107, 121, 127, 129, 131, 141, 143, 149, 181, 189 **Unit 3:** 7, 11, 13, 17, 23, 25, 29, 31, 33, 41, 43, 53, 59, 79, 91 **Unit 4:** 109, 117, 123, 159 **Unit 5:** 11, 19, 25, 53, 59, 85 **Unit 6:** 123, 129, 183, 189 **Unit 7:** 11, 53, 59, 61, 83, 91, 97, 137 **Unit 8:** 149, 155, 169, 183, 189 **Unit 9**: 9, 11, 13, 17, 23, 29, 3, 53, 57, 59, 85, 913 **Unit 10:** 111, 117, 125, 137, 151, 157, 189
ELD.PI.6.7	***Evaluating language choices*** Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) with substantial support.	***Evaluating language choices*** Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) with moderate support.	***Evaluating language choices*** Explain how well writers and speakers use specific language resourcesto present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) with light support.	**TEACHER RESOURCE SYSTEM: Unit 1:** 39, 93 **Unit 2**: 145, 147, 179, 195 **Unit 3:** 15, 47, 61 **Unit 4**: 107, 111, 119, 121, 136, 173, 191 **Unit 5:** 23, 29, 33, 65, 81, 89 **Unit 6:** 113, 163 **Unit 7:** 7, 13, 15, 17, 29, 31, 33, 89, 93 **Unit 8:** 109, 121, 159 **Unit 9:** 9, 41, 43, 45, 71, 89 **Unit 10:** 149, 171, 181

ELD.PI.6.8	***Analyzing language choices*** Explain how phrasing or different common words with similar meaning (e.g., choosing to use the word *cheap* versus the phrase *a good saver*) produce different effects on the audience.	***Analyzing language choices*** Explain how phrasing, different words with similar meaning (e.g., describing a character as *stingy* versus *economical),* or figurative language (e.g., *The room was depressed and gloomy* .) produce shades of meaning and different effects on the audience.	***Analyzing language choices*** Explain how phrasing, different words with similar meaning (e.g., *stingy-economical-unwasteful-thrifty*), or figurative language (e.g., *The room was depressed and gloomy* .) produce shades of meaning, nuances, and different effects on the audience.	**TEACHER RESOURCE SYSTEM: Unit 1:** 23, 39, 57, 65 **Unit 2**: 111, 119, 145, 169 **Unit 3**: 27, 51, 71, 79 **Unit 4:** 141, 161, 177, 183, 189, 195 **Unit 5:** 61, 71 **Unit 6:** 105, 109 **Unit 8:** 137, 139, 141, 149 **Unit 9:** 27 **Unit 10**: 77, 111, 115
C. Productive	**Emerging**	**Expanding**	**Bridging**	**Benchmark Ready to Advance**
ELD.PI.6.9	***Presenting*** Plan and deliver brief oral presentations on a variety of topics and content areas.	***Presenting*** Plan and deliver longer oral presentations on a variety of topics and content areas, using details and evidence to support ideas.	***Presenting*** Plan and deliver longer oral presentations on a variety of topics and content areas, using reasoning and evidence to support ideas, as well as growing understanding of register.	**TEACHER RESOURCE SYSTEM: Unit 1:** 49, 61, 63, 71, 81, 95 **Unit 2:** 187 **Unit 3**: 57 **Unit 5:** 41, 57, 73, 77**Unit 6:** 169, 195 **Unit 7:** 39, 77 **Unit 10:** 109, 169

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ELD.PI.6.10a	***Writing*** a) Write short literary and informational texts (e.g., an argument for protecting the rainforests) collaboratively (e.g., with peers) and independently.	***Writing*** a) Write longer literary and informational texts (e.g., an argument for protecting the rainforests) collaboratively (e.g., with peers) and independently using appropriate text organization.	***Writing*** a) Write longer and more detailed literary and informational texts (e.g., an argument for protecting the rainforests) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.	**TEACHER RESOURCE SYSTEM: Unit 1:** 27 **Unit 2:** 113, 123, 125, 145, 153, 159, 163, 185, 191, 193, 195 **Unit 3**: 11, 13, 23, 45, 65, 89, 179 **Unit 4:** 113, 125, 127, 131, **181, 185 Unit 5:** 21, 27, 51, 83 **Unit 6:** 105, 115, 129, 155, 181 **Unit 7:** 21, 27, 57, 73 **Unit 8:** 105, 129, 153, 159, 163, 173, 179, 195 **Unit 9:** 49, 51, 61, 75, 79, 87, 93 **Unit 10:** 127, 159, 179, 191
ELD.PI.6.10b	b) Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b) Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b) Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).	**TEACHER RESOURCE SYSTEM: Unit 1:** 15, 21, 31, 41, 43, 61, 75, 77 **Unit 2:** 115, 123, 125, 141, 145, 159, 171, 175, 195 **Unit 3**: 11, 13, 23, 45, 65, 77, 179 **Unit 4:** 113, 125, 127, 131, 171, 175 **Unit 5:** 17, 31, 45, 51, 55, 63, 79 **Unit 6**: 105, 115, 119, 155, 171, 175 **Unit 7:** 23 **Unit 8:** 105, 129, 171 **Unit 9:** 39, 49, 73, 77, 81, 83 **Unit 10**: 145, 153, 171
ELD.PI.6.11a	***Justifying/arguing*** a) Justify opinions by providing some textual evidence (e.g., quoting from the text) or relevant background knowledge with substantial support.	***Justifying/arguing*** a) Justify opinions or persuade others by providing relevant textual evidence (e.g., quoting from the text or referring to what the text says) or relevant background knowledge with moderate support.	***Justifying/arguing*** a) Justify opinions or persuade others by providing detailed and relevant textual evidence (e.g., quoting from the text directly or referring to specific textual evidence) or relevant background knowledge with light support.	**TEACHER RESOURCE SYSTEM: Unit 1:** 7, 27, 49, 51, 65, 79, 81 **Unit 2:** 107, 111, 136, 137, 141, 149, 155, 161 **Unit 3:** 11, 27, 39, 55, 63, 79, 83 **Unit 4:** 173, 179, 19 **Unit 5:** 39, 57, 63, 75 **Unit 6:** 131, 161, 169, 177, 193 **Unit 7:** 45, 61, 75, 81 **Unit 10:** 127, 131, 141, 147, 159, 161, 179, 189, 191

ELD.PI.6.11b	b) Express attitude and opinions or temper statements with some basic modal expressions(e.g., *can, has to*).	b) Express attitude and opinions or temper statements with a variety of familiar modal expressions(e.g., *maybe/probably, can/could, must*).	b) Express attitude and opinions or temper statements with nuanced modal expressions (e.g., *probably/certainly/definitely, should/would, might*) and phrasing (e.g., *In my opinion . . .*).	**TEACHER RESOURCE SYSTEM: Unit 1:** 9, 31, 83, 97 **Unit 2:** 107, 136, 137, 149 **Unit 3:** 11, 27, 39, 55, 63 **Unit 5:** 13, 47 **Unit 6:** 125, 185 **Unit 8:** 151, 157, 168 **Unit 10:** 119
ELD.PI.6.12a	***Selecting language resources*** a) Use a select number of general academic words (e.g., *author, chart)* and domain-specific words (e.g., *scene, cell, fraction*) to create some precision while speaking and writing.	***Selecting language resources*** a) Use a growing set of academic words (e.g., *author, chart, global, affect*), domain-specific words (e.g., *scene, setting, plot, point of view, fraction, cell membrane, democracy*), synonyms, and antonyms to create precision and shades of meaning while speaking and writing.	***Selecting language resources*** a) Use an expanded set of general academic words (e.g., *affect, evidence, demonstrate, reluctantly*), domain-specific words (e.g., s*cene, setting, plot, point of view, fraction, cell membrane, democracy*), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.	**TEACHER RESOURCE SYSTEM: Unit 1:** 19, 29, 39, 43, 51, 57, 70, 71, 75, 85, 87, 89, 91, 93 **Unit 2**: 105, 117, 151, 157, 191 **Unit 3:** 5, 7, 9, 21, 25, 31, 43, 47. 49, 61, 63 **Unit 4:** 117, 119, 123, 129, 153, 163 **Unit 5:** 5, 9, 11, 38, 43, 55, 61, 71, 89 **Unit 6:** 57, 153, 168, 185, 191, 193 **Unit 7:** 7, 11, 21, 51, 65, 79 **Unit 8:** 113, 115, 117, 119, 125, 127, 131, 163, 185, 187 **Unit 9:** 5, 15, 19, 25, 95 **Unit** 10: 103, 168
ELD.PI.6.12b	b) Use knowledge of morphology to appropriately select affixes in basic ways (e.g., *She likes X* .).	b) Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., *She likes X. That's impossible* .).	b) Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., *changing observe -> observation, reluctant -> reluctantly, produce -> production* , etc.).	**TEACHER RESOURCE SYSTEM: Unit 1:** 19, 29 **Unit 2:** 117, 151, 157 **Unit 3:** 5, 7, 9, 21, 25, 31, 61, 63, 91 **Unit 4:** 117, 119, 123, 129, 153, 163 **Unit 5:** 9, 19, 25, 85 **Unit 7:** 5 **Unit 8:** 113, 115, 117, 119, 125, 127, 131, 183, 189 **Unit 9**: 5, 15, 19, 25, 85, 91 **Unit 10:** 151, 157

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Part II: Learning About How English Works				
A. Structuring Cohesive Texts	**Emerging**	**Expanding**	**Bridging**	**Benchmark Ready to Advance**
ELD.PII.6.1	***Understanding text structure*** Apply basic understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how arguments are organized around ideas) to comprehending texts and writing basic texts.	***Understanding text structure*** Apply growing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing texts with increasing cohesion.	***Understanding text structure*** Apply increasing understanding of how different text types are organized to expressideas (e.g., how a historical account is organized chronologically versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing cohesive texts.	**TEACHER RESOURCE SYSTEM: Unit 1:** 7, 9, 13, 21 **Unit 2:** 109, 113, 163, 179, 185 **Unit 3:** 39, 63, 73, 75, 91 **Unit 4:** 105, 113, 115, 121, 125, 127, 129, 145, 149, 155, 159, 173, 179, 181, 185, 187, 191, 195 **Unit 5:** 13, 15, 27, 29, 39, 45, 47 **Unit 6:** 109, 111, 137, 139, 143, 145, 155, 159, 171, 175, 193 **Unit 7:** 9, 13, 17, 23, 31, 43, 51, 73, 81, 87 **Unit 8:** 113, 127, 141, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 168, 169, 173, 177, 187, 195 **Unit 9**: 17, 23, 27, 29, 45, 51, 55, 61, 65, 75, 79, 89, 93, 95, 97 **Unit 10:** 121, 131, 137, 141, 149, 163, 171, 175, 179, 191
ELD.PII.6.2a	***Understanding cohesion*** a) Apply basic understanding of language resourcesfor referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts.	***Understanding cohesion*** a) Apply growing understanding of language resourcesfor referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion.	***Understanding cohesion*** a) Apply increasing understanding of language resourcesfor referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts.	**TEACHER RESOURCE SYSTEM: Unit 1: 33,** 79, 83, 93 **Unit 2:** 121, 125, 131, 149 **Unit 3:** 45, 47 **Unit 4:** 109, 111, 119, 131, 183, 189 **Unit 5:** 23, 33, 43, 49, 51, 61,63, 65 **Unit 6:** 57, 107, 113, 115, 117, 127, 177, 181 **Unit 7:** 5, 11,15, 21, 23, 61, 63, 93, 97 **Unit 8:** 143, 179, 189, 191 **Unit 10:** 105, 115, 123

ELD.PII.6.2b	b) Apply basic understanding of how ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases (e.g., *first/next, at the beginning*) to comprehending texts and writing basic texts.	b) Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., *for example, in the first place, as a result, on the other hand*) to comprehending texts and writing texts with increasing cohesion.	b) Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., *consequently, specifically, however, moreover*) to comprehending texts and writing cohesive texts.	**TEACHER RESOURCE SYSTEM: Unit 1:** 23, 33, 49, 97 **Unit 2:** 115, 121, 125, 131, 147, 149, 153 **Unit 3**: 45, 77, 83 **Unit 4:** 109
B. Expanding and Enriching Ideas	**Emerging**	**Expanding**	**Bridging**	**Benchmark Ready to Advance**
ELD.PII.6.3	***Using verbs and verb phrases*** Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling), tenses (e.g., present, past, future), and aspects (e.g., simple, progressive) appropriate for the text type and discipline (e.g., simple past and past progressive for recounting an experience) on familiar topics.	***Using verbs and verb phrases*** Use various verb types (e.g., doing, saying, being/having, thinking/feeling, reporting), tenses (e.g., present, past, future), and aspects (e.g., simple, progressive, perfect) appropriate for the task, text type, and discipline (e.g., simple present for literary analysis) on an increasing variety of topics.	***Using verbs and verb phrases*** Use various verb types (e.g., doing, saying, being/having, thinking/feeling, reporting), tenses (e.g., present, past, future), and aspects (e.g., simple, progressive, perfect) appropriate for the task, text type, and discipline (e.g., the present perfect to describe previously made claims or conclusions) on a variety of topics.	**TEACHER RESOURCE SYSTEM: Unit 1:** 5, 27, 95 **Unit 2:** 105, 127, 143, 159, 191 **Unit 3:** 5 **Unit 4:** 103, 163 **Unit 5:** 38, 75, 81 **Unit 6:** 168 **Unit 7:** 19 **Unit 8:** 102, 111, 125 **Unit 9:** 25, 41, 70, 83 **Unit 10:** 107, 185, 195

ELD.PII.6.4	***Using nouns and noun phrases*** Expand noun phrases in simple ways (e.g., adding a sensory adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.	***Using nouns and noun phrases*** Expand noun phrases in a variety of ways (e.g., adding comparative/ superlative adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.	***Using nouns and noun phrases*** Expand noun phrases in an increasing variety of ways (e.g., adding comparative/superlative and general academic adjectives to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.	**TEACHER RESOURCE SYSTEM: Unit 1:** 5, 19, 53, 59, 75, 77, 85, 89, 91 **Unit 2**: 105, 143, 181 **Unit 3:** 9, 41, 53, 61 **Unit 4:** 117, 123, 151, 157, 177 **Unit 5:** 9, 53, 71 **Unit 6:** 103, 147, 151, 157, 173, 185, 191 **Unit 7:** 19, 25, 53 **Unit 8:** 105, 107, 109, 115, 117, 119, 121, 131 **Unit 9:** 15, 71, 85, 91 **Unit 10:** 157
ELD.PII.6.5	***Modifying to add details*** Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar activity or process.	***Modifying to add details*** Expand sentences with an increasing variety of adverbials(e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process.	***Modifying to add details*** Expand sentences with a variety of adverbials(e.g., adverbs, adverb phrases and clauses, prepositiona phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.	**TEACHER RESOURCE SYSTEM: Unit 1:** 17, 43, 51, 59 **Unit 2:** 119 **Unit 3:** 31, 43, 51 **Unit 4:** 153 **Unit 5:** 21 **Unit 6:** 33 **Unit 7:** 59 **Unit 8:** 185 **Unit 9:** 81

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C. Connecting and Condensing Ideas				
ELD.PII.6.6	***Connecting ideas*** Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using *and, but, so*).	***Connecting ideas*** Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., *He stayed at home on Sunday to study for Monday's exam*) or to make a concession (e.g., *She studied all night even though she wasn't feeling well*).	***Connecting ideas*** Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., *He stayed at home on Sunday to study for Monday's exam*), to make a concession (e.g., *She studied all night even though she wasn't feeling well*), or to link two ideas that happen at the same time (e.g., *The students worked in groups while their teacher walked around the room*).	**TEACHER RESOURCE SYSTEM: Unit 1:** 11, 15, 33, 38, 41, 63, 65, 70–71, 73, 81 **Unit 2:** 103, 107, 117, 123, 151, 157, 163, 168, 169, 173, 175, 177, 183, 187, 189, 193 **Unit 3**: 13, 17, 23, 38, 49, 55, 59, 71, 81, 87, 89, 93, 95 **Unit 4:** 107, 141, 161, 168, 193 **Unit 5**: 5, 7, 11, 19, 25, 31, 55, 59, 70, 83, 95, 97 **Unit 6:** 105, 121, 123, 125, 161, 169, 179, 183, 189, 195 **Unit 7:** 27, 29, 38, 39, 41, 49, 57, 65, 70, 75, 79, 85, 89, 91, 95, 123 **Unit 8:** 183 **Unit 9:**11, 13 38, 39, 43, 47, 49, 53, 63, 87 **Unit 10:** 103, 109, 111, 113, 119, 125, 139, 143, 147, 151, 153, 155, 168, 177, 181

ELD.PII.6.7	***Condensing ideas*** Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, This is a story about a girl. The girl changed the world. --> This is a story about a girl who changed the world.) to create precise and detailed sentences.	***Condensing ideas*** Condense ideas in an increasing variety of ways (e.g., through various types of embedded clauses and other ways of condensing, as in, Organic vegetables are food. They're made without chemical fertilizers. They're made without chemical insecticides. --> Organic vegetables are foods that are *made without chemical fertilizers or insecticides* .) to create precise and detailed sentences.	***Condensing ideas*** Condense ideas in a variety of ways (e.g., through various types of embedded clauses, ways of condensing, and nominalization as in, They *destroyed* the rainforest. Lots of animals *died.* --> The *destruction* of the rainforest led to the *death* of many animals.) to create precise and detailed sentences.	**TEACHER RESOURCE SYSTEM: Unit 1:** 17, 55, 57, 87 **Unit 2:** 115, 171, 195 **Unit 3:** 25, 57, 65, 70, 85, 97 **Unit 4:** 137, 139, 143, 147, 169, 171, 175 **Unit 5:** 17, 57, 89 **Unit 6:** 119, 136, 141, 149, 153 163, 187 **Unit 7:** 7, 47, 71, 77, 83 **Unit 8:** 129, 136, 137, 139, 171, 175, 181, 193 **Unit 9:** 7, 21, 31, 33, 73, 77 **Unit 10**: 169, 173, 189
Part III: Using Foundational Literacy Skills				
Print Concepts				
ELD.PIII.K.RF.1	Demonstrate understanding of the organization and basic features of print (a–d)			*Grades 4-6 Intervention Fluency*
ELD.PIII.1.RF.1	Demonstrate understanding of the organization and basic features of print (a)			*Grades 4-6 Intervention Fluency*
Phonological Awareness				
ELD.PIII.K.RF.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (a–f)			*Grades 4-6 Intervention Fluency*
ELD.PIII.1.RF.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (a–d)			*Grades 4-6 Intervention Fluency*
Phonics and Word Recognition				
ELD.PIII.K.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation			*Grades 4-6 Intervention Fluency*
ELD.PIII.1.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation			*Grades 4-6 Intervention Fluency*
ELD.PIII.2.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation			*Grades 4-6 Intervention Fluency*
ELD.PIII.3.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation			*Grades 4-6 Intervention Fluency*
ELD.PIII.4.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words. CA (a)			*Grades 4-6 Intervention Fluency*
ELD.PIII.5.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words. CA (a)			*Grades 4-6 Intervention Fluency*

Benchmark Advance **Grade 6**

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Fluency		
ELD.PIII.K.RF.4	Read emergent-reader texts with purpose and understanding.	*Grades 4-6 Intervention Fluency*
ELD.PIII.1.RF.4	Read with sufficient accuracy and fluency to support comprehension. (a–c)	*Grades 4-6 Intervention Fluency*
ELD.PIII.2.RF.4	Read with sufficient accuracy and fluency to support comprehension. (a–c)	*Grades 4-6 Intervention Fluency*
ELD.PIII.3.RF.4	Read with sufficient accuracy and fluency to support comprehension. (a–c)	*Grades 4-6 Intervention Fluency*
ELD.PIII.4.RF.4	Read with sufficient accuracy and fluency to support comprehension. (a–c)	*Grades 4-6 Intervention Fluency*
ELD.PIII.5.RF.4	Read with sufficient accuracy and fluency to support comprehension. (a–c)	*Grades 4-6 Intervention Fluency*
Phonics and Word Recognition		
RF.3.3	Know and apply grade–level phonics and word analysis skills in decoding words **both in isolation and in text. CA**	
RF.3.3a	Identify and know the meaning of the most common prefixes and derivational suffixes.	**TEACHER RESOURCE SYSTEM: Unit 1:** 18–19, 24–25, 52–53, 58–59, 84–85 **Unit 2:** 116–117, 122–123, 150–151, 156–157, 182–183, 188–189 **Unit 3:** 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 **Unit 4:** 122–123, 150–151, 156–157 U**nit 5:** 18–19, 24–25, 52–53, 58–59, 84–85, 92–93 **Unit 7:** 18–19, 52–53, 58–59 **Unit 8:** 116–117, 124–125, 150–151, 156–157, 182–183, 186–187, 188–189 **Unit 9:** 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 **Unit 10:** 150–151, 156–157, 182–183, 188–189
RF.3.3b	Decode words with common Latin suffixes.	**TEACHER RESOURCE SYSTEM: Unit 8:** 116–117, 126–127, 182–183 **Unit 9:** 24–25, 84–85, 90–91 **Unit 10:** 150–151, 156–157, 182–183, 188–189
RF.3.3c	Decode multisyllable words.	**TEACHER RESOURCE SYSTEM: Unit 1:** 18–19, 24–25, 52–53, 58–59, 84–85 **Unit 2:** 116–117, 122–123, 150–151, 156–157, 182–183, 188–189 **Unit 3:** 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 **Unit 4:** 122–123, 150–151, 156–157 U**nit 5:** 18–19, 24–25, 52–53, 58–59, 84–85, 92–93 **Unit 7:** 18–19, 52–53, 58–59 **Unit 8:** 116–117, 124–125, 150–151, 156–157, 182–183, 186–187, 188–189 **Unit 9:** 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 **Unit 10:** 150–151, 156–157, 182–183, 188–189

RF.3.3d	Read grade–appropriate irregularly spelled words.	**TEACHER RESOURCE SYSTEM: Unit 1:** 18–19, 24–25, 52–53, 58–59, 84–85 **Unit 2:** 116–117, 122–123, 150–151, 156–157, 182–183, 188–189 **Unit 3:** 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 **Unit 4:** 122–123, 150–151, 156–157 U**nit 5:** 18–19, 24–25, 52–53, 58–59, 84–85, 92–93 **Unit 7:** 18–19, 52–53, 58–59 **Unit 8:** 116–117, 124–125, 150–151, 156–157, 182–183, 186–187, 188–189 **Unit 9:** 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 **Unit 10:** 150–151, 156–157, 182–183, 188–189
RF.4.3	Know and apply grade–level phonics and word analysis skills in decoding words.	
RF.4.3a	Use combined knowledge of all letter–sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	**TEACHER RESOURCE SYSTEM: Unit 1:** 18–19, 24–25, 52–53, 58–59, 84–85 **Unit 2:** 116–117, 122–123, 150–151, 156–157, 182–183, 188–189 **Unit 3:** 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 **Unit 4:** 122–123, 150–151, 156–157 U**nit 5:** 18–19, 24–25, 52–53, 58–59, 84–85, 92–93 **Unit 7:** 18–19, 52–53, 58–59 **Unit 8:** 116–117, 124–125, 150–151, 156–157, 182–183, 186–187, 188–189 **Unit 9:** 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 **Unit 10:** 150–151, 156–157, 182–183, 188–189
RF.5.3	Know and apply grade–level phonics and word analysis skills in decoding words.	
RF.5.3a	Use combined knowledge of all letter–sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	**TEACHER RESOURCE SYSTEM: Unit 1:** 18–19, 24–25, 52–53, 58–59, 84–85 **Unit 2:** 116–117, 122–123, 150–151, 156–157, 182–183, 188–189 **Unit 3:** 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 **Unit 4:** 122–123, 150–151, 156–157 U**nit 5:** 18–19, 24–25, 52–53, 58–59, 84–85, 92–93 **Unit 7:** 18–19, 52–53, 58–59 **Unit 8:** 116–117, 124–125, 150–151, 156–157, 182–183, 186–187, 188–189 **Unit 9:** 18–19, 24–25, 52–53, 58–59, 84–85, 90–91 **Unit 10:** 150–151, 156–157, 182–183, 188–189
Fluency		
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.	

RF.3.4a	Read on–level text with purpose and understanding.	**TEACHER RESOURCE SYSTEM: Unit 1:** 6–7, 16–17, 72–73, 76–77 **Unit 2:** 104–105, 114–115, 138–139, 142–143, 170–171, 174–175 **Unit 3:** 6–7, 16–17, 38–39, 44–45, 72–73, 76–77 **Unit 4:** 138–139, 142–143, 174–175 **Unit 5:** 6–7, 16–17, 40–41, 44–45, 72–76 **Unit 6:** 114–115, 142–143, 170–171, 174–175 **Unit 7:** 6–7, 16–17, 40–41, 44–45, 72–73, 76–77 **Unit 8:** 104–105, 114–115, 138–139, 142–143, 170–171, 174–175 **Unit 9:** 6–7, 16–17, 40–41, 44–45, 72–73, 76–77 **Unit 10:** 104–105, 114–115, 138–139, 142–143, 170–171, 174–175
RF.3.4b	Read on–level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	**TEACHER RESOURCE SYSTEM: Unit 2:** 156–157 **Unit 5:** 58–59 **Unit 6:** 156–157, 188–189 **Unit 8:** 188–189 **Unit 9:** 24–25, 58–59, 90–91, **Unit 10:** 156–157, 188–189
RF.3.4c	Use context to confirm or self–correct word recognition and understanding, rereading as necessary.	**TEACHER RESOURCE SYSTEM: Unit 1:** 58–59, 88–89, 94–95 **Unit 2:** 116–117, 148–149, 150–151, 154–155, 160–161, 180–181, 182–183, 184–185, 186–187, 192–193 **Unit 3:** 10–11, 18–19, 44–45, 50–51, 52–53, 56–57, 62–63, 76–77, 82–83, 84–85, 88–89, 94–95 **Unit 4:** 116–117, 150–151, 182–183 **Unit 5:** 18–19, 52–53, 84–85 **Unit 6:** 116–117, 150–151, 182–183 **Unit 7:** 18–19, 52–53, 84–85 **Unit 8:** 116–117, 138–139, 142–143, 150–151, 182–183 **Unit 9:** 18–19, 52–53, 84–85 **Unit 10:** 116–117, 150–151, 182–183
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.	
RF.4.4a	Read grade–level text with purpose and understanding.	**TEACHER RESOURCE SYSTEM: Unit 1:** 6–7, 16–17, 72–73, 76–77 **Unit 2:** 104–105, 114–115, 138–139, 142–143, 170–171, 174–175 **Unit 3:** 6–7, 16–17, 38–39, 44–45, 72–73, 76–77 **Unit 4:** 138–139, 142–143, 174–175 **Unit 5:** 6–7, 16–17, 40–41, 44–45, 72–76 **Unit 6:** 114–115, 142–143, 170–171, 174–175 **Unit 7:** 6–7, 16–17, 40–41, 44–45, 72–73, 76–77 **Unit 8:** 104–105, 114–115, 138–139, 142–143, 170–171, 174–175 **Unit 9:** 6–7, 16–17, 40–41, 44–45, 72–73, 76–77 **Unit 10:** 104–105, 114–115, 138–139, 142–143, 170–171, 174–175

RF.4.4b	Read grade–level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	**TEACHER RESOURCE SYSTEM: Unit 2:** 156–157 **Unit 5:** 58–59 **Unit 6:** 156–157, 188–189 **Unit 8:** 188–189 **Unit 9:** 24–25, 58–59, 90–91, **Unit 10:** 156–157, 188–189
RF.4.4c	Use context to confirm or self–correct word recognition and understanding, rereading as necessary.	**TEACHER RESOURCE SYSTEM: Unit 1:** 58–59, 88–89, 94–95 **Unit 2:** 116–117, 148–149, 150–151, 154–155, 160–161, 180–181, 182–183, 184–185, 186–187, 192–193 **Unit 3:** 10–11, 18–19, 44–45, 50–51, 52–53, 56–57, 62–63, 76–77, 82–83, 84–85, 88–89, 94–95 **Unit 4:** 116–117, 150–151, 182–183 **Unit 5:** 18–19, 52–53, 84–85 **Unit 6:** 116–117, 150–151, 182–183 **Unit 7:** 18–19, 52–53, 84–85 **Unit 8:** 116–117, 138–139, 142–143, 150–151, 182–183 **Unit 9:** 18–19, 52–53, 84–85 **Unit 10:** 116–117, 150–151, 182–183
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.	
RF.5.4a	Read on–level text with purpose and understanding.	**TEACHER RESOURCE SYSTEM: Unit 1:** 6–7, 16–17, 72–73, 76–77 **Unit 2:** 104–105, 114–115, 138–139, 142–143, 170–171, 174–175 **Unit 3:** 6–7, 16–17, 38–39, 44–45, 72–73, 76–77 **Unit 4:** 138–139, 142–143, 174–175 **Unit 5:** 6–7, 16–17, 40–41, 44–45, 72–76 **Unit 6:** 114–115, 142–143, 170–171, 174–175 **Unit 7:** 6–7, 16–17, 40–41, 44–45, 72–73, 76–77 **Unit 8:** 104–105, 114–115, 138–139, 142–143, 170–171, 174–175 **Unit 9:** 6–7, 16–17, 40–41, 44–45, 72–73, 76–77 **Unit 10:** 104–105, 114–115, 138–139, 142–143, 170–171, 174–175
RF.5.4b	Read on–level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	**TEACHER RESOURCE SYSTEM: Unit 2:** 156–157 **Unit 5:** 58–59 **Unit 6:** 156–157, 188–189 **Unit 8:** 188–189 **Unit 9:** 24–25, 58–59, 90–91, **Unit 10:** 156–157, 188–189

RF.5.4c	Use context to confirm or self–correct word recognition and understanding, rereading as necessary.	**TEACHER RESOURCE SYSTEM: Unit 1:** 58–59, 88–89, 94–95 **Unit 2:** 116–117, 148–149, 150–151, 154–155, 160–161, 180–181, 182–183, 184–185, 186–187, 192–193 **Unit 3:** 10–11, 18–19, 44–45, 50–51, 52–53, 56–57, 62–63, 76–77, 82–83, 84–85, 88–89, 94–95 **Unit 4:** 116–117, 150–151, 182–183 **Unit 5:** 18–19, 52–53, 84–85 **Unit 6:** 116–117, 150–151, 182–183 **Unit 7:** 18–19, 52–53, 84–85 **Unit 8:** 116–117, 138–139, 142–143, 150–151, 182–183 **Unit 9:** 18–19, 52–53, 84–85 **Unit 10:** 116–117, 150–151, 182–183

Benchmark Advance **Grade K**

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Part 1: Interacting in Meaningful Ways					
A. Collaborative	**Emerging**	**Expanding**		**Bridging**	**Benchmark Advance Designated English Language Development Teacher Resource System**
ELD.PI.K.1	***Exchanging information and ideas*** Contribute to conversations and express ideas by asking and answering *yes-no* and *wh-* questions and responding using gestures, words, and simple phrases	***Exchanging information and ideas*** Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.		***Exchanging information and ideas*** Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.	**Unit 1:** 16–17, 28–28 **Unit 2:** 48–49, 50–51, 52–53, 56–57, 58–59 **Unit 3:** 74–75, 86–87 **Unit 4:** 94–95, 96–97, 98–99, 100–101, 102–103, 104–105, 106–107, 108–109, 110–111, 112–113, 114–115, 116–117, 118–119, 120–121, 122–123 **Unit 5:** 124–125, 126–127, 142–143, 144–145 **Unit 6:** 156–157, 158–159, 160–161, 162–163, 164–165, 166–167, 172–173, 182–183 **Unit 7:** 184–185, 198–199 **Unit 8:** 214–215, 218–219, 232–233, 242–243 **Unit 9:** 246–247, 256–257, 262–263, 264–265, 266–267, 268–369, 270–271, 272–273 **Unit 10:** 274–275, 276–277, 278–279, 280–281, 282–283, 286–287, 296–297
ELD.PI.K.2	***Interacting via written English*** Collaborate with the teacher and peers on joint composing projects of short informational and literary texts that include minimal writing (labeling with a few words), using technology where appropriate for publishing, graphics, etc.	***Interacting via written English*** Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include some writing (e.g., short sentences), using technology where appropriate for publishing, graphics, etc.		***Interacting via written English*** Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include a greater amount of writing (e.g., a very short story), using technology where appropriate for publishing, graphics, etc.	**Unit 2:** 48–49 **Unit 4:** 100–101 **Unit 5:** 126–127, 138–139 **Unit 6:** 154–155, 156–157, 158–159, 162–163, 164–165, 166–167, 176–177 **Unit 7:** 186–187, 188–189 **Unit 8:** 220–221, 224–225, 228–229, 234–235, 236–237
ELD.PI.K.3	***Offering opinions*** Offer opinions and ideas in conversations using a small set of learned phrases (e.g., *I think X* .), as well as open responses.	***Offering opinions*** Offer opinions in conversations using an expanded set of learned phrases (e.g., *I think/don't think X. I agree with X.*), as well as open responses, in order to gain and/or hold the floor.		***Offering opinions*** Offer opinions in conversations using an expanded set of learned phrases (e.g., *I think/don't think X. I agree with X, but . . .*), as well as open responses, in order to gain and/or hold the floor or add information to an idea.	**Unit 1:** 14–15 **Unit 4:** 120–121 **Unit 5:** 130–131, 134–135, 140–141, 152–153 **Unit 6:** 154–155 **Unit 7:** 208–209 **Unit 8:** 216–217, 226–227, 230–231 **Unit 10:** 274–275, 280–281, 282–283, 284–285, 292–293
ELD.PI.K.4	***Adapting language choices*** No standard for kindergarten.	***Adapting language choices*** No standard for kindergarten.		***Adapting language choices*** No standard for kindergarten.	**Unit 6:** 154–155, 160–161
B. Interpretive	**Emerging**	**Expanding**		**Bridging**	**Benchmark Advance Designated English Language Development Teacher Resource System**
ELD.PI.KI.5	***Listening actively*** Demonstrate active listening to read-alouds and oral presentations by asking and answering *yes-no* and *wh-* questions with oral sentence frames and substantial prompting and support.	***Listening actively*** Demonstrate active listening to read-alouds and oral presentations by asking and answering questions with oral sentence frames and occasional prompting and support.		***Listening actively*** Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support	**Unit 1:** 4–5, 6–7 **Unit 2:** 34–35, 36–37, 38–39, 42–43, 44–45, 46–47, 52–53, 54–55, 58–59 **Unit 3:** 64–65, 66–67, 72–73, 76–77, 78–79, 82–83, 84–85, 88–89, 90–91, 92–93 **Unit 4:** 94–95, 96–97, 98–99, 100–101, 102–103, 104–105, 106–107, 108–109, 110–111, 112–113, 114–115, 116–117, 118–119, 122–123 **Unit 5:** 124–125, 128–129, 136–137, 138–139, 144–145, 150–151 **Unit 6:** 158–159, 160–161, 170–171, 176–177 **Unit 7:** 184–185, 186–187, 188–189, 194–195, 196–197, 198–199, 208–209, 210–211 **Unit 8:** 214–215, 228–229, 230–231, 232–233, 236–237, 242–243 **Unit 9:** 244–245, 248–249, 250–251, 252–253, 254–255, 258–259, 260–261, 264–265, 266–267, 268–269, 270–271 **Unit 10:** 294–295, 298–299
ELD.PI.K.6	***Reading/viewing closely*** Describe ideas, phenomena (e.g., parts of a plant), and text elements (e.g., characters) based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.	***Reading/viewing closely*** Describe ideas, phenomena (e.g., how butterflies eat), and text elements (e.g., setting, characters) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.		***Reading/viewing closely*** Describe ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., major events, characters, setting) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.	**Unit 1:** 4–5, 6–7, 30–31 **Unit 2:** 38–39, 44–45, 56–57, 60–61 **Unit 3:** 64–65, 66–67, 76–77, 78–79, 84–85, 90–91, 92–93 **Unit 4:** 102–103, 106–107, 110–111, 114–115, 118–119 **Unit 5:** 126–127, 132–133, 144–146 **Unit 6:** 158–159, 160–161, 174–175 **Unit 7:** 184–185, 186–187, 188–189, 190–191, 194–195, 196–197, 198–199, 200–201, 202–203, 204–205, 206–207, 212–213 **Unit 8:** 216–217, 230–231, 234–235 **Unit 9:** 244–245, 248–249, 254–255, 264–265
ELD.PI.K.7	***Evaluating language choices*** Describe the language an author uses to present an idea (e.g., the words and phrases used when a character is introduced) with prompting and substantial support.	***Evaluating language choices*** Describe the language an author uses to present an idea (e.g., the adjectives used to describe a character) with prompting and moderate support.		***Evaluating language choices*** Describe the language an author uses to present or support an idea (e.g., the vocabulary used to describe people and places) with prompting and light support.	**Unit 2:** 46–47 **Unit 3:** 66–67 **Unit 5:** 136–137 **Unit 6:** 180–181 **Unit 7:** 192–193 **Unit 10:** 280–281

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ELD.PI.K.8	***8. Analyzing language choices*** Distinguish how two different frequently used words (e.g., describing an action with the verb *walk* versus *run)* produce a different effect.	***Analyzing language choices*** Distinguish how two different words with similar meaning (e.g., describing an action as *walk* versus *march)* produce shades of meaning and a different effect.		***Analyzing language choices*** Distinguish how multiple different words with similar meaning (e.g., *walk, march, strut, prance)* produce shades of meaning and a different effect.	**Unit 2:** 34–35, 36–37, 40–41, 54–55 **Unit 4:** 94–95, 96–97, 104–105, 106–107, 108–109, 110–111, 112–113, 122–123 **Unit 5:** 132–133, 148–149 **Unit 6:** 178–179 **Unit 8:** 218–219, 222–223, 224–225, 238–239 **Unit 10:** 278–279
C. Productive	**Emerging**	**Expanding**		**Bridging**	**Benchmark Advance Designated English Language Development Teacher Resource System**
ELD.PI.K.9	**9. Presenting** Plan and deliver very brief oral presentations (e.g., show and tell, describing a picture).	**9. Presenting** Plan and deliver brief oral presentations on a variety of topics (e.g., show and tell, author's chair, recounting an experience, describing an animal).		**9. Presenting** Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment).	**Unit 2:** 62–63 **Unit 4:** 100–101 **Unit 5:** 126–127, 142–143, 148–149, 150–151 **Unit 6:** 156–157, 158–159, 162–163, 166–167, 168–169, 170–171, 172–173, 178–179, 180–181 **Unit 7:** 200–201, 202–203, 204–205, 206–207, 208–209, 210–211 **Unit 8:** 214–215, 220–221, 238–239 **Unit 10:** 294–295, 296–297
ELD.PI.K.10	**10. Composing/Writing** Draw, dictate, and write to compose very short literary texts (e.g., story) and informational texts (e.g., a description of a dog), using familiar vocabulary collaboratively in shared language activities with an adult (e.g., joint construction of texts), with peers, and sometimes independently.	**10. Composing/Writing** Draw, dictate, and write to compose short literary texts (e.g., story) and informational texts (e.g., a description of dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.		**10. Composing/Writing** Draw, dictate, and write to compose longer literary texts (e.g., story) and informational texts (e.g., an information report on dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and independently using appropriate text organization.	**Unit 4:** 100–101 **Unit 5:** 126–127, 128–129, 132–133, 138–139, 142–143 **Unit 6:** 156–157, 158–159, 162–163, 166–167, 168–169, 172–173 **Unit 8:** 216–217, 220–221, 232–233, 234–235, 236–237, 242–243
ELD.PI.K.11	**Supporting opinions** Offer opinions and provide good reasons (e.g., *My favorite book is X because X.*) referring to the text or to relevant background knowledge.	Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of content).		Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).	**Unit 1:** 22–23, 24–25 **Unit 2:** 130–131, 140–141, 152–153 **Unit 7:** 192–193
ELD.PI.K.12a	**Selecting language resources** a) Retell texts and recount experiences using a select set of key words.	**Selecting language resources** a) Retell texts and recount experiences using complete sentences and key words.		**Selecting language resources** a) Retell texts and recount experiences using increasingly detailed complete sentences and key words.	**Unit 5:** 124–125, 134–135, 140–141, 144–145 **Unit 6:** 172–173, 182–183 **Unit 8:** 222–223, 224–225, 228–229 **Unit 10:** 288–289
ELD.PI.K.12b	b) Use a select number of general academic and domain-specific words to add detail (e.g., adding the word *spicy* to describe a favorite food, using the word *larva* when explaining insect metamorphosis) while speaking and composing.	b) Use a growing number of general academic and domain-specific words in order to add detail or to create shades of meaning (e.g., using the word *scurry* versus *run*) while speaking and composing.		b) Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect (e.g., using the word *suddenly* to signal a change) or to create shades of meaning (e.g., The cat's fur was as *white as snow* .) while speaking and composing.	**Unit 2:** 50–51, 60–61, 62–63 **Unit 6:** 172–173 **Unit 8:** 218–219, 240–241
Part II: Learning About How English Works					
A. Structuring Cohesive Texts	**Emerging**	**Expanding**		**Bridging**	**Benchmark Advance Designated English Language Development Teacher Resource System**
ELD.PII.K.1	**1. Understanding text structure** Apply understanding of how text types are organized (e.g., how a story is organized by a sequence of events) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	**1. Understanding Text Structure** Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an informative text is organized by topic and details) to comprehending texts and composing texts in shared language activities guided by the teacher, collaboratively with peers, and with increasing independence.		**1. Understanding text structure** Apply understanding of how different text types are organized predictably (e.g., a narrative text versus an informative text versus an opinion text) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and independently.	**Unit 2:** 40–41, 42–43, 52–53 **Unit 4:** 104–105, 118–119**Unit 5:** 124–125 **Unit 6:** 166–167 **Unit 9:** 270–271 **Unit 10:** 302–303

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ELD.PII.K.2	**2. Understanding cohesion** Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., *one time* , *then*) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	**2. Understanding cohesion** Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., *next, after a long time*) to comprehending texts and composing texts in shared language activities guided by the teacher, collaboratively with peers, and with increasing independence.		**2. Understanding cohesion** Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., *first/second/third* , *once, at the end*) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and independently.	**Unit 3:** 72–73 **Unit 4:** 94–95, 96–97, 98–99, 104–105, 108–109, 118–119, 120–121, 122–123 **Unit 5:** 128–129, 134–135, 148–149 **Unit 6:** 166–167, 176–177 **Unit 9:** 250–251, 252–253, 272–273
B. Expanding and Enriching Ideas	**Emerging**	**Expanding**		**Bridging**	**Benchmark Advance Designated English Language Development Teacher Resource System**
ELD.PII.K.3a	**Using verbs and verb phrases** a) Use frequently used verbs (e.g., go, eat, run) and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and with increasing independence.	**Using verbs and verb phrases** a) Use a growing number of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently.		**Using verbs and verb phrases** a) Use a wide variety of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently.	**Unit 1:** 6–7, 8–9, 12–13, 14–15, 22–23, 26–27, 30–31, 32–33 **Unit 2:** 36–37, 42–43, 62–63 **Unit 3:** 68–69, 76–77, 82–83, 86–87, 88–89 **Unit 4:** 96–97, 98–99, 100–101, 104–105, 112–113 **Unit 5:** 126–127, 140–141, 142–143 **Unit 6:** 156–157, 160–161, 162–163, 164–165, 170–171, 172–173, 174–175, 178–179 **Unit 7:** 186–187, 194–195, 200–201, 208–209, 210–211, 212–213 **Unit 8:** 222–223, 230–231, 232–233, 240–241 **Unit 9:** 244–245, 252–253, 254–255, 260–261, 272–273 **Unit 10:** 276–277, 282–283, 284–285, 290–291, 292–293
ELD.PII.K.3b	b) Use simple verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience) in shared language activities guided by the teacher and with increasing independence.	b) Use a growing number of verb tenses appropriate for the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) in shared language activities guided by the teacher and independently.		b) Use a wide variety of verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict) in shared language activities guided by the teacher and independently.	**Unit 1:** 8–9 **Unit 2:** 44–45, 54–55 **Unit 4:** 98–99, 120–121 **Unit 5:** 140–141, 142–143, 152–153 **Unit 6:** 178–179 **Unit 7:** 190–191 **Unit 9:** 270–271 **Unit 10:** 300–301, 302–303
C. Connecting and Condensing Ideas					**Benchmark Advance Designated English Language Development Teacher Resource System**
ELD.PII.K.4	**Using nouns and noun phrases** Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and sometimes independently.	**Using nouns and noun phrases** Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and with increasing independence.		**Using nouns and noun phrases** Expand noun phrases in a wide variety of ways (e.g., adding a variety of adjectives to noun phrases) in order to enrich the meaning of phrases/sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and independently.	**Unit 1:** 4–5, 8–9, 16–17, 18–19, 20–21, 24–25, 26–27, 28–29 **Unit 2:** 34–35, 38–39, 40–41, 46–47, 48–49, 50–51, 56–57, 60–61 **Unit 3:** 70–71, 74–75, 78–79, 80–81, 84–85, 86–87, 90–91, 92–93 **Unit 4:** 96–97, 114–115, 116–117, 120–121, 122–123 **Unit 5:** 128–129, 132–133, 136–137, 138–139, 144–145, 150–151, 152–153 **Unit 6:** 158–159, 168–169, 170–171, 172–173, 180–181 **Unit 7:** 188–189, 192–193, 196–197, 198–199, 200–201, 202–203, 204–205, 206–207 **Unit 8:** 212–213, 214–215, 218–219, 220–221, 224–225, 228–229, 230–231, 234–235, 238–239, 240–241, 242–243 **Unit 9:** 246–247, 248–249, 256–257, 258–259, 260–261, 262–263, 264–265, 268–269, 272–273 **Unit 10:** 274–275, 276–277, 278–279, 280–281, 286–287, 288–289, 290–291, 294–295, 298–299, 302–303
ELD.PII.K.5	**Modifying to add details** Expand sentences with frequently used prepositional phrases (such as *in the house* , *on the boat*) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.	**Modifying to add details** Expand sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process in shared language activities guided by the teacher and with increasing independence.		**Modifying to add details** Expand simple and compound sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) in shared language activities guided by the teacher and independently.	**Unit 3:** 70–71 **Unit 4:** 94–95, 98–99, 100–101, 102–103, 106–107, 108–109, 112–113, 114–115, 116–117, 118–119, 122–123 **Unit 5:** 130–131, 146–147 **Unit 6:** 156–157, 162–163, 164–165, 168–169 **Unit 10:** 296–297, 300–301
ELD.PII.K.6	**Connecting ideas** Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using *and, but, so)* in shared language activities guided by the teacher and sometimes independently.	**Connecting ideas** Combine clauses in an increasing variety of ways to make connections between and join ideas, for example, to express cause/effect (e.g., *She jumped because the dog barked* .) in shared language activities guided by the teacher and with increasing independence.		**Connecting ideas** Combine clauses in a wide variety of ways (e.g., rearranging complete simple sentences to form compound sentences) to make connections between and join ideas (e.g., *The boy was hungry. The boy ate a sandwich. -> The boy was hungry so he ate a sandwich.*) in shared language activities guided by the teacher and independently	**Unit 1:** 32–33, 58–59 **Unit 3:** 66–67, 70–71, 82–83, 88–89 **Unit 4:** 94–95, 100–101, 102–103, 106–107, 108–109, 110–111, 112–113, 114–115, 118–119 **Unit 5:** 124–125 **Unit 6:** 156–157, 162–163, 164–165, 166–167, 174–175, 176–177, 182–183 **Unit 7:** 184–185, 190–191, 210–211 **Unit 8:** 216–217, 236–237 **Unit 9:** 266–267 **Unit 10:** 300–301

ELD.PII.K.7	**Condensing ideas** No standard for kindergarten	**Condensing ideas** No standard for kindergarten.		**Condensing ideas** No standard for kindergarten.	**Unit 4:** 94–95, 102–103
Part III: Using Foundational Literacy Skills					
Print Concepts					
ELD.PIII.K.RF.1	Demonstrate understanding of the organization and basic features of print				See Citations Below.
ELD.PIII.K.RF.1a	a. Follow words from left to right, top to bottom, and page by page.				Left to Right Core TRS: Unit 2: 117 (Model Print Concepts: Directionality: Left to Right) 195 (Model Print Concepts: Directionality: Left to Right) Unit 6: 210 (Review Print Concepts: Directionality of Print) Top to Bottom Core TRS: Unit 2: 157 (Model Print Concepts: Directionality: Top to Bottom) 172 (Model Print Concepts: Directionality: Top to Bottom) U7 81 (Review Print Concepts: Directionality: Top to Bottom) Page Sequencing (as named in TRS, rather than "page by page" as in standard) Core TRS: Unit 5: 43 (Review Print Concepts: Page Sequencing) 58 (Review Print Concepts: Page Sequencing) U10 157 (Page Sequencing)
ELD.PIII.K.RF.1b	b. Recognize that spoken words are represented in written language by specific sequences of letters.				Core TRS: RR35 U1: 5 (Model Concepts of Print: Print Conveys Meaning) U3: 43 (Review Print Concepts: Words Are Made Up of Letters) U6: 119 (Review Print Concepts: Print Conveys Meaning)
ELD.PIII.K.RF.1c	c. Understand that words are separated by spaces in print.				Core TRS: RR31 U3: 5 (Review Print Concepts: Concept of Word) U4: 5 (Review Print Concepts: Match Spoken Word to the Written Word) U9: 5 (Review Print Concepts: Concept of Word)
ELD.PIII.K.RF.1d	d. Recognize and name all upper and lowercase letters of the alphabet.				Core TRS: Unit 1: 10–11 (Letter Recognition: Aa, Bb, Cc, Dd, Ee) 26 (Letter Recognition: Kk, Ll, Mm, Nn, Oo) 32 (Letter Recognition: Pp, Qq, Rr, Ss, Tt)
Phonological Awareness					
ELD.PIII.K.RF.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).				See Citations Below.
ELD.PIII.K.RF.2a	Recognize and produce rhyming words.				Core TRS: U2: 184 (Phonological Awareness: Recognize and Produce Rhyme) U3: 106 (Phonological Awareness: Recognize and Produce Rhyme) U5: 106 (Phonological Awareness: Recognize and Produce Rhyme) U8: 210 (Phonological Awareness: Recognize and Produce Rhyme)

ELD.PIII.K.RF.2b	Count, pronounce, blend, and segment syllables in spoken words	Count Core TRS: U3: 100 (Phonological Awareness: Distinguish Syllables in Spoken Words) U5: 26 (Phonological Awareness: Distinguish Syllables in Spoken Words) U9: 70 (Phonological Awareness: Distinguish Syllables in Spoken Words) Pronounce Core TRS: U3: 48 (Phonological Awareness: Phoneme Isolation) U4: 124 (Phonological Awareness: Phoneme Isolation) U7: 26 (Phonological Awareness: Phoneme Isolation) U8: 124 (Phonological Awareness: Phoneme Isolation) Blending U1: 10 (Phonological Awareness: Syllable Blending) 18 (Phonological Awareness: Syllable Blending) U9: 10 (Phonological Awareness: Syllable Blending) Segment Core TRS: U7: 26 (Phonemic Awareness: Phoneme Isolation) 70 (Phonemic Awareness: Distinguish Syllables in Spoken Words)
ELD.PIII.K.RF.2c	Blend and segment onsets and rimes of single-syllable spoken words.	Blend Core TRS: U2: 190 (Phonological Awareness: Blend Onset and Rime) U4: 224 (Phonological Awareness: Blend Onset and Rime) U6: 190 (Phonological Awareness: Blend Onset and Rime) Segment Core TRS: U1: 70 (Phonological Awareness: Onset and Rime Blending) U8: 152 (Phonological Awareness: Onset and Rime Blending) 190 (Phonological Awareness: Onset and Rime Blending)
ELD.PIII.K.RF.2d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)	Initial Core TRS: U1: 86 (Phonological Awareness: Phoneme Isolation) U3: 10 (Phonological Awareness: Phoneme Isolation) U4: 132 (Phonological Awareness: Phoneme Isolation) Medial Core TRS: U1: 94 (Phonological Awareness: Phoneme Isolation) 100 (Phonological Awareness: Phoneme Isolation) U4: 138 (Phonological Awareness: Phoneme Isolation) Final Core TRS: U2: 208(Phonological Awareness: Phoneme Isolation) U3: 86 (Phonological Awareness: Phoneme Isolation) 94 (Phonological Awareness: Phoneme Isolation)
ELD.PIII.K.RF.2e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Core TRS: U3: 110 (Phonological Awareness: Phoneme Substitution) U5: 110 (Phonological Awareness: Phoneme Substitution) U7: 38 (Phonological Awareness: Phoneme Substitution),
ELD.PIII.K.RF.2f	Blend two to three phonemes into recognizable words. CA	Core TRS: U4: 150 (Phonological Awareness: Phoneme Blending) U7: 56 (Phonological Awareness: Phoneme Blending) U9: 32 (Phonological Awareness: Phoneme Addition)
Phonics and Word Recognition		
ELD.PIII.K.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA	See Citations Below.

ELD.PIII.K.RF.3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant	Core TRS: Unit 1: 56 (Phonological Awareness: Phoneme Isolation and Letter-Sound Correspondences) 77 (Decodable Text) Unit 2: 124 (Phonological Awareness: Phoneme Isolation and Letter-Sound Correspondences) 153 (Decodable Text) Unit 3: 48 (Phonological Awareness: Phoneme Isolation and Letter-Sound Correspondences) 77 (Decodable Text) Decodable Readers: I (Pre-Decodable) I am Sam It Can Fit
ELD.PIII.K.RF.3b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (Identify which letters represent the five major vowels [Aa, Ee, Ii, Oo, and Uu] and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the grade 1 phonics standards.) CA	Core TRS: Short Sounds: U4: 132 (Phonological Awareness: Phoneme Isolation) 153 (Decodable Text) Unit 5: 48 (Phonological Awareness: Phoneme Isolation) 77 (Decodable Text) Unit 6 124 (Phonological Awareness: Phoneme Isolation) 152 (Decodable Text) Decodable Readers: Pop! Pop! Pop! Go Up, Up, Up Ten Red Hens Long Sounds U9 p48 (Phonological Awareness: Phoneme Isolation) 77 (Decodable Text) U9 86 (Phonological Awareness: Phoneme Isolation)111 (Decodable Text) U10 124 (Phonological Awareness: Phoneme Isolation) 153 (Decodable Text) Decodable Readers: Gabe Kate Dave A Home for Moles Time to Tug
ELD.PIII.K.RF.3c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	Core TRS: Unit 5: 11 (High-Frequency Words) 18 (High-Frequency Words) 27 (High-Frequency Words) Unit 6: 202 (High-Frequency Words), 209 (High-Frequency Words) 210 (High-Frequency Words)
ELD.PIII.K.RF.3d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ	Core TRS: Unit 7: 38 (Letter-Sound Correspondences) 76–77 (Letter-Sound Correspondences) Unit 10: 152–153 (Decodable Text)
Fluency		
ELD.PIII.K.RF.4	Read emergent-reader texts with purpose and understanding.	Core TRS: Unit 1: 70 (Pre-Decodable Reader: I) Unit 2: 220 (Pre-Decodable Reader: I See Nat) Unit 4: 184 (Pre-Decodable Reader: Cat in a Cap)

Benchmark Advance **Grade 1**

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Part 1: Interacting in Meaningful Ways				
A. Collaborative	Emerging	Expanding	Bridging	Benchmark Advance Designated English Language Development Teacher Resource System
ELD.PI.1.1	*1. Exchanging information and ideas* Contribute to conversations and express ideas by asking and answering *yes-no* and *wh-* questions and responding using gestures, words, and simple phrases.	*1. Exchanging information and ideas* Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.	*1. Exchanging information and ideas* Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.	Unit 1: 4-5, 6-7, 28-29, Unit 2: 36-37, 42-43, 46-47, 50-51, 60-61, Unit 5: 142-143, 152-153, Unit 3: 86-87, Unit 6: 156-157, 164-165, 170-171, Unit 7: 190-191, 208-209, 210-211, Unit 8: 216-217, 222-223, 224-225, 228-229, 232-233, 238-239, Unit 9: 242-243, 248-249, 250-251, 252-253, 254-255, 256-257, 258-259, 260-261, 262-263, 264-265, 266-267, 268-269, 270-271, Unit 10: 278-279, 282-283, 284-285, 286-287, 296-297
ELD.PI.1.2	*2. Interacting via written English* Collaborate with teacher and peers on joint writing projects ofshort informational and literary texts, using technology where appropriate for publishing, graphics, etc.	*2. Interacting via written English* Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	*2. Interacting via written English* Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	Unit 1: 4-5, Unit 2: 34-35, 36-37, Unit 3: 66-67, 72-73, Unit 4: 96-97, 102-103, 108-109, 116-117, Unit 5: 130-131, 142-143, Unit 6: 156-157, 158-159, 162-163, 168-169, Unit 7: 204-205, Unit 9: 242-243, 248-249, 250-251, Unit 10: 274-275
ELD.PI.1.3	*3. Offering opinions* Offer opinions and ideas in conversations using a small set of learned phrases (e.g., *I think X.*), as well as open responses in order to gain and/or hold the floor.	*3. Offering opinions* Offer opinions and negotiate with othersin conversations using an expanded set of learned phrases(e.g., *I think/don't think X. I agree with X.*), as well as open responses in order to gain and/or hold the floor, elaborate on an idea, etc.	*3. Offering opinions* Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., *I think/don't think X. I agree with X.*), and open responses in order to gain and/or hold the floor, elaborate on an idea, provide different opinions, etc.	Unit 1: 28-29, Unit 4: 94-95, 106-107, Unit 7: 186-187, Unit 9: 254-255
ELD.PI.1.4	*4. Adapting language choices* No standard for grade 1.	*4. Adapting language choices* No standard for grade 1.	*4. Adapting language choices* No standard for grade 1.	
B. Interpretive	Emerging	Expanding	Bridging	Benchmark Advance Designated English Language Development Teacher Resource System
ELD.PI.1.5	*5. Listening actively* Demonstrate active listening to read-alouds and oral presentations by asking and answering *yes-no* and *wh-* questions with oral sentence frames and substantial prompting and support.	*5. Listening actively* Demonstrate active listening to read-alouds and oral presentations by asking and answering questions with oral sentence frames and occasional prompting and support.	*5. Listening actively* Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.	Unit 1: 4-5, 6-7, Unit 2: 34-35, 36-37, 40-41, 44-45, 46-47, 54-55, 58-59, Unit 3: 66-67, 74-75, 76-77, 84-85, 86-87, 88-89, 90-91, Unit 4: 94-95, 96-97, 104-105, 106-107, 114-115, 116-117, 118-119, Unit 5: 124-125, 126-127, 128-129, 130-131, 134-135, 136-137, 144-145, 148-149, 150-151, Unit 6: 154-155, 156-157, 160-161, 164-165, 166-167, 174-175, 178-179, Unit 7: 184-185, 186-187, 190-191, 194-195, 196-197, 200-201, 204-205, 208-209, 210-211, Unit 8: 212-213, 214-215, 218-219, 222-223, 224-225, 232-233, 236-237, 240-241, Unit 9: 242-243, 244-245, 248-249, 250-251, 252-253, 254-255, 262-263, 266-267, Unit 10: 272-273, 274-275, 278-279, 282-283, 284-285, 290-291
ELD.PI.1.6	*6. Reading/viewing closely* Describe ideas, phenomena (e.g., plant life cycle), and text elements (e.g., characters) based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.	*6. Reading/viewing closely* Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, main idea) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.	*6. Reading/viewing closely* Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.	Unit 1: 4-5, 6-7, Unit 2: 34-35, 58-59, Unit 3: 64-65, 66-67, 74-75, 76-77, 84-85, 88-89, 90-91, Unit 4: 94-95, 96-97, 104-105, 106-107, 114-115, 116-117, 118-119, Unit 5: 124-125, 126-127, 128-129, 130-131, 134-135, 136-137, 144-145, 148-149, 150-151, Unit 6: 154-155, 156-157, 160-161, 180-181, Unit 7: 184-185, 196-197, 200-201, 240-241, 248-249
ELD.PI.1.7	*7. Evaluating language choices* Describe the language writers or speakers use to present an idea (e.g., the words and phrases used to describe a character) with prompting and substantial support.	*7. Evaluating language choices* Describe the language writers or speakers use to present or support an idea (e.g., the adjectives used to describe people and places) with prompting and moderate support.	*7. Evaluating language choices* Describe the language writers or speakers use to present or support an idea (e.g., the author's choice of vocabulary to portray characters, places, or real people) with prompting and light support.	Unit 3: 90-91, Unit 4: 116-117, Unit 5: 128-129, Unit 6: 166-167, 180-181, Unit 9: 270-271
ELD.PI.1.8	*8. Analyzing language choices* Distinguish how two different frequently used words (e.g., *large* versus *small)* produce a different effect on the audience.	*8. Analyzing language choices* Distinguish how two different words with similar meaning (e.g., *large* versus *enormous)* produce shades of meaning and a different effect on the audience.	*8. Analyzing language choices* Distinguish how multiple different words with similar meaning (e.g., *big, large, huge, enormous, gigantic)* produce shades of meaning and a different effect on the audience.	Unit 3: 92-93, Unit 5: 138-139, 148-149, 152-153, Unit 6: 158-159, 166-167, 180-181, Unit 9: 248-249
C. Productive	Emerging	Expanding	Bridging	Benchmark Advance Designated English Language Development Teacher Resource System
ELD.PI.1.9	*9. Presenting* Plan and deliver very brief oral presentations (e.g., show and tell, describing a picture).	*9. Presenting* Plan and deliver brief oral presentations on a variety of topics (e.g., show and tell, author's chair, recounting an experience, describing an animal, etc.).	*9. Presenting* Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment).	Unit 2: 40-41, Unit 3: 88-89, 90-91, Unit 4: 114-115, Unit 7: 208-209, Unit 9: 250-251, 254-255, Unit 10: 274-275
ELD.PI.1.10	*10. Writing* Write very short literary texts (e.g., story) and informational texts (e.g., a description of an insect) using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently.	*10. Writing* Write short literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of an insect) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.	*10. Writing* Write longer literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of insects) collaboratively with an adult (e.g., joint construction), with peers, and independently.	Unit 2: 34-35, 40-41, 58-59, Unit 3: 88-89, Unit 4: 104-105, 108-109, 114-115, Unit 5: 132-133, Unit 6: 162-163, Unit 10: 280-281

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ELD.PI.1.11	*11. Supporting opinions* Offer opinions and provide good reasons (e.g., *My favorite book is X because X.*) referring to the text or to relevant background knowledge.	*11. Supporting opinions* Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of content).	*11. Supporting opinions* Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).	Unit 1: 28-29, Unit 4: 94-95, 106-107, Unit 7: 186-187, Unit 9: 252-253, 262-263
ELD.PI.1.12a	*12. Selecting language resources* a) Retell texts and recount experiences, using key words.	*12. Selecting language resources* a) Retell texts and recount experiences, using complete sentences and key words.	*12. Selecting language resources* a) Retell texts and recount experiences, using increasingly detailed complete sentences and key words.	Unit 2: 36-37, 45-46, 52-53, Unit 3: 64-65,
ELD.PI.1.12b	b) Use a select number of general academic and domain-specific words to add detail (e.g., adding the word *scrumptious* to describe a favorite food, using the word *thorax* to refer to insect anatomy) while speaking and writing.	b) Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word *suddenly* to signal a change), or create shades of meaning (e.g., *prance* versus *walk*) while speaking and writing.	b) Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language (e.g., The dog was *as big as a house* .) to create an effect, precision, and shades of meaning while speaking and writing.	Unit 2: 36-37, 52-53, 62-63, Unit 3: 64-65, Unit 4: 120-121, Unit 5: 129-130, 136-137
Part II: Learning About How English Works				
A. Structuring Cohesive Texts	Emerging	Expanding	Bridging	Benchmark Advance Designated English Language Development Teacher Resource System
ELD.PII.1.1	*1. Understanding text structure* Apply understanding of how text types are organized (e.g., how a story is organized by a sequence of events) to comprehending texts and composing basic texts with substantial support (e.g., using drawings, through joint construction with a peer or teacher) to comprehending texts and writing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	*1. Understanding text structure* Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an informative text is organized by topic and details) to comprehending texts and writing texts in shared language activities guided by the teacher and with increasing independence.	*1. Understanding text structure* Apply understanding of how different text types are organized predictably to express ideas (e.g., how a story is organized versus an informative/ explanatory text versus an opinion text) to comprehending texts and writing texts in shared language activities guided by the teacher and independently.	Unit 1: 10–11, 14–15, 16–17, 20–21, 22–23, 24–25, 26–27, 30–31, 32–33 Unit 2: 36–37, 40–41, 42–43, 44–45, 46–47, 48–49, 52–53, 54–55, 56–57, 58–59 Unit 3: 64–65, 66–67, 70–71, 72–73, 74–75, 76–77, 80–81, 82–83, 84–85, 86–87, 88–89 Unit 4: 94–95, 96–97, 102–103, 104–105, 106–107, 108–109, 112–113, 114–115, 118–119, 122–123 Unit 5: 124–125, 126–127, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 142–143, 148–149, 150–151 Unit 6: 154–155, 156–157, 160–161, 162–163, 164–165, 168–169, 172–173, 174–175, 178–179 Unit 7: 186–187, 192–193, 194–195, 196–197, 198–199, 202–203, 204–205, 206–207, 208–209, 210–211 Unit 8: 214–215, 216–217, 220–221, 222–223, 224–225, 226–227, 232–233, 234–235, 236–237, 238–239, 240–241, 242–243 Unit 9: 244–245, 246–247, 248–249, 250–251, 252–253, 254–255, 256–257, 262–263, 264–265, 266–267, 268–269, 272–273 Unit 10: 274–275, 276–277, 278–279, 280–281, 282–283, 284–285, 286–287, 290–291, 292–293, 294–295, 298–299, 300–301, 302–303
ELD.PII.1.2	*2. Understanding cohesion* Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., *one day* , *after, then)* to comprehending texts and writing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	*2. Understanding cohesion* Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., *a long time ago* , *suddenly)* to comprehending texts and writing texts in shared language activities guided by the teacher and with increasing independence.	*2. Understanding cohesion* Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., *for example* , *after that* , *first/second/third*) to comprehending texts and writing texts in shared language activities guided by the teacher and independently.	Unit 1: 28–29, 33-34, Unit 2: 56-57, Unit 4: 94–95, Unit 5: 134-135, Unit 6: 164–165, Unit 7: 186-187, Unit 8: 220-221, Unit 10: 274–275
B. Expanding and Enriching Ideas	Emerging	Expanding	Bridging	Benchmark Advance Designated English Language Development Teacher Resource System
ELD.PII.1.3a	*3. Using verbs and verb phrases* a) Use frequently used verbs (e.g., go, eat, run) and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and sometimes independently.	*3. Using verbs and verb phrases* a) Use a growing number of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and with increasing independence.	*3. Using verbs and verb phrases* a) Use a wide variety of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently.	Unit 1: 12–13, 18–19, 24–25 Unit 2: 38–39, 46–47, 50–51 Unit 3: 68–69, 72–73, 78–79, 86–87 Unit 4: 98–99, 110–111, 112–113, 118-119, Unit 5: 124–125, 126–127, 136–137, 140–141, 146–147, 152–153 Unit 6: 166–167, 172–173, 176–177, 178–179, 180–181 Unit 7: 184–185, 186–187, 200–201, 202–203, 212–213 Unit 8: 214–215, 220–221, 232–233, 240–241 Unit 9: 244–245, 2146–247, 254–255, 260–261 Unit 10: 274–275, 276–277, 288–289, 292–293, 294–295
ELD.PII.1.3b	b) Use simple verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience) in shared language activities guided by the teacher and sometimes independently.	b) Use a growing number of verb tenses appropriate for the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) in shared language activities guided by the teacher and with increasing independence.	b) Use a wide variety of verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict) in shared language activities guided by the teacher and independently.	Unit 1: 12–13, 18–19, 24–25 Unit 2: 38–39, 46–47, 50–51, 52-53, Unit 3: 68–69, 72–73, 78–79, 86–87 Unit 4: 98–99, 110–111, 112–113 Unit 5: 124–125, 126–127, 136–137, 140–141, 146–147, 152–153 Unit 6: 166–167, 172–173, 176–177, 178–179, 180–181 Unit 7: 184–185, 186–187, 200–201, 202–203, 212–213 Unit 8: 214–215, 220–221, 232–233, 240–241 Unit 9: 244–245, 2146–247, 254–255, 260–261 Unit 10: 274–275, 276–277, 288–289, 292–293, 294–295
ELD.PII.1.4	*4. Using nouns and noun phrases* Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and sometimes independently.	*4. Using nouns and noun phrases* Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and with increasing independence.	*4. Using nouns and noun phrases* Expand noun phrases in a wide variety of ways (e.g., adding a variety of adjectives to noun phrases) in order to enrich the meaning of phrases/ sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and independently.	Unit 1: 8–9, 26–27 Unit 2: 60–61 Unit 3: 76-77, 82–83, 86–87, 90-91, Unit 4: 100-101, 108–109, 116-117, Unit 6: 167-168, 170–171, 182–183 Unit 7: 188–189, 198–199, 204–205, 206–207, 210–211, 212–213 Unit 8: 218–219, 222–223 Unit 9: 258–260 Unit 10: 300–301

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ELD.PII.1.5	*5. Modifying to add details* Expand sentences with frequently used prepositional phrases (such as *in the house* , *on the boat*) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.	*5. Modifying to add details* Expand sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process in shared language activities guided by the teacher and with increasing independence.	*5. Modifying to add details* Expand simple and compound sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) in shared language activities guided by the teacher and independently.	Unit 1: 4–5, 16–17 Unit 2: 34–35, 56–57, 62–63,6 4–65 Unit 3: 66–67, 80-81, 90–91, 92–93 Unit 4: 100–101, 116–117, 120–121, 122-123, Unit 5: 132–133, 144–145 Unit 6: 156–157, 158–159, 166–167, 174–175 Unit 7: 184–185, 190–191, 192-193, 196–197 Unit 8: 208–209, 216–217, 226–227, 228–229, 230–21 Unit 9: 248–249, 270–271, 272-273, Unit 10: 286–287, 296–297, 298–299
C. Connecting and Condensing Ideas				
ELD.PII.1.6	*6. Connecting ideas* Combine clauses in a few basic ways to make connections between and to join ideas (e.g., creating compound sentences using *and, but, so*) in shared language activities guided by the teacher and sometimes independently.	*6. Connecting ideas* Combine clauses in an increasing variety of ways to make connections between and to join ideas, for example, to express cause/effect (e.g., *She jumped because the dog barked.*), in shared language activities guided by the teacher and with increasing independence.	*6. Connecting ideas* Combine clauses in a wide variety of ways (e.g., rearranging complete, simple-to-form compound sentences) to make connections between and to join ideas (e.g., *The boy was hungry. The boy ate a sandwich. -> The boy was hungry so he ate a sandwich.*) in shared language activities guided by the teacher and independently.	Unit 1: 4–5, 6–7, 8–9, 10–11, 12–13, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 30–31, 32–33 Unit 2: 34–35, 36–37, 40–41, 42–43, 48–49, 52–53, 54–55, 56–57, 58–59, 60–61, 62–63 Unit 3: 64–65, 66–67, 70–71, 72–73, 74–75, 76–77, 80–81, 82–83, 84–85, 90–91, 92–93, 96–97 Unit 4: 100–101, 102–103, 104–105, 106–107, 112–113, 114–115, 116–117, 118–119, 120–121, 122–123 Unit 5: 124–125, 126–127, 128–129, 130–131, 132–133, 134–135, 138–139, 142–143, 144–145, 148–149, 150–151 Unit 6: 156–157, 158–159, 160–161, 162–163, 164–165, 166–167, 168–169, 170–171, 172–173, 174–175, 176–177, 178–179 Unit 7: 184–185, 186–187, 188–189, 190–191, 192–193, 194–195, 196–197, 198–199, 202–203, 204–205 Unit 8: 214–215, 216–217, 218–219, 220–221, 222–223, 224–2225, 228–229, 230–231, 232–233, 234–235, 236–237, 238–239, 240–241, 242–243 Unit 9: 244–245, 246–247, 248–249, 250–251, 252–253, 254–255, 256–257, 258–259, 262–263, 264–265, 268–269, 270–271, 272–273 Unit 10: 276–277, 278–279, 280–281, 282–283, 284–285, 286–287, 290–291, 292–293, 294–295, 296–297, 298–299, 300–301, 302–303
ELD.PII.1.7	*7. Condensing ideas* Condense clauses in simple ways (e.g., changing: *I like blue. I like red. I like purple -> I like blue, red, and purple.*) to create precise and detailed sentences in shared language activities guided by the teacher and sometimes independently.	*7. Condensing ideas* Condense clauses in a growing number of ways (e.g., through embedded clauses as in, *She's a doctor. She saved the animals. -> She's the doctor who saved the animals.*) to create precise and detailed sentences in shared language activities guided by the teacher and with increasing independence.	*7. Condensing ideas* Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing, for example, through embedded clauses as in *She's a doctor. She's amazing. She saved the animals. -> She's the amazing doctor who saved the animals.*) to create precise and detailed sentences in shared language activities guided by the teacher and independently.	Unit 1: 22–23, 28–29, 33-34, Unit 2: 44–45 Unit 3: 74–75, 76–77, 88–89 Unit 4: 96–97 Unit 5: 130–131, 142–143, 150-151, Unit 6: 154–155, 164–165 Unit 7: 186-187, 192–193, 202–203, 204–205, 208–209 Unit 8: 222–223, 232–233 Unit 9: 252–253, 256–257, Unit 10: 278-279
Part III: Using Foundational Literacy Skills				
Print Concepts				Benchmark Advance Designated English Language Development Teacher Resource System
ELD.PIII.K–1.RF.1	Demonstrate understanding of the organization and basic features of print			*Grade 1Intervention - Print Concepts,* 2-3, 4-5, 6-7, 8-9
ELD.PIII.K.RF.1a	Follow words from left to right, top to bottom, and page by page.			*Grade 1 Intervention - Print Concepts,* 2-3, 4-5, 6-7, 8-9
ELD.PIII.K.RF.1b	Recognize that spoken words are represented in written language by specific sequences of letters.			*Grade 1 Intervention - Print Concepts* , 12-13
ELD.PIII.K.RF.1c	Understand that words are separated by spaces in print.			*Grade 1 Intervention - Print Concepts,* 14-15
ELD.PIII.K.RF.1d	Recognize and name all upper and lowercase letters of the alphabet.			*Grade 1 Intervention - Print Concepts,* 18-19
ELD.PIII.1.RF.1a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).			Core TRS: Unit 1: 5 (Review Print Concepts: Period) Unit 3: 43 (Model Print Concepts: First Word and Capitalization) Unit 7: 5 (Review Print Concepts: Exclamation Mark)
Phonological Awareness				
ELD.PIII.K–1.RF.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).			*Grade 1 Intervention - Phonological Awareness*
ELD.PIII.K.RF.2a	Recognize and produce rhyming words.			*Grade 1 Intervention - Phonological Awareness,* 16-17, 18-19, 20-21
ELD.PIII.K.RF.2b	Count, pronounce, blend, and segment syllables in spoken words			*Grade 1 Intervention - Phonological Awareness,* 10-11, 14-15, 30-31
ELD.PIII.K.RF.2c	Blend and segment onsets and rimes of single-syllable spoken words.			*Grade 1 Intervention - Phonological Awareness,* 30-31
ELD.PIII.K.RF.2d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC)			*Grade 1 Intervention - Phonological Awareness,* 32-33
ELD.PIII.K.RF.2e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.			*Grade 1 Intervention - Phonological Awareness,* 38-39
ELD.PIII.K.RF.2f	Blend two to three phonemes into recognizable words. CA			*Grade 1 Intervention - Phonological Awareness,* 40-41
ELD.PIII.1.RF.2a	Distinguish long from short vowel sounds in spoken single-syllable words.			Core TRS: Unit 3: 10-11 (Focus Skill: r-blends: br, cr, dr, fr, gr, pr, tr) 18-19 (Focus Skill: r-blends: br, cr, dr, fr, gr, pr, tr) Unit 6: 159 (Review Phonological Awareness and Phonics: Words with Long I, Vowel-Consonant-Vowel Syllables, and Long e) 166 (Review Phonics: Words with Long e and Long u with Final –e) 218 (Phonological Awareness: Phoneme Substitution) Unit 7: 10-11 (Phonological Awareness: Phoneme Isolation) 26 (Phonological Awareness: Phoneme Characterization) 38 (Phonological Awareness: Phoneme Substitution)

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ELD.PIII.1.RF.2b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	Core TRS: Unit 2: 224 (l-blends) Unit 4: 154 (Spiral Review: Final Consonant Blends) 202 (Blend Words) Unit 8: 224 (Focus Skill: ûr) Unit 9: 96 (Review Phonological Awareness and Phonics; Consonant Digraph /ch/
ELD.PIII.1.RF.2c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	Initial Core TRS: Unit 1: 76 (Phonological Awareness: Phoneme Addition) Unit 2: 154 (Phonological Awareness: Phoneme Segmentation) Unit 3: 10 (Phonological Awareness: Phoneme Categorization) Medial Vowel Core TRS: Unit 1: 10 (Focus Skill: Short a) Unit 5: 10 (Phonological Awareness: Phoneme Categorization) Unit 6: 126 (Phonological Awareness: Phoneme Categorization) Final Core TRS: Unit 2: 164 (Phonological Awareness: Phoneme Categorization) Unit 9: 48 (Phonological Awareness: Phoneme Isolation) 76 (Phonological Awareness: Phoneme Addition)
ELD.PIII.1.RF.2d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Core TRS: Unit 1: 26 (Phonological Awareness: Phoneme Segmentation) Unit 2: 126 (Short e) Unit 10: 180 (Phonological Awareness: Phoneme Segmentation)
Phonics and Word Recognition		
ELD.PIII.K–1.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA	*Grade 1 Intervention Phonics and Word Recognition*
ELD.PIII.K.RF.3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant	*Grade 1 Intervention Phonics and Word Recognition,* 2-3, 4-5, 6-7. 8-9, 10-11, 82-156
ELD.PIII.K.RF.3b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (Identify which letters represent the five major vowels [Aa, Ee, Ii, Oo, and Uu] and know the long and short sound of each vowel. More complex long vowel graphemes and spellings	*Grade 1 Intervention Phonics and Word Recognition,* 24-25, 26-27, 28-29, 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 138-174
ELD.PIII.K.RF.3c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	*Grade 1 Intervention Phonics and Word Recognition, 2-3, 4-5, 6-7. 8-9, 10-11, 24-25, 26-27, 28-29, 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 82-174*
ELD.PIII.K.RF.3d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ	*Grade 1 Intervention Phonics and Word Recognition, 2-3, 4-5, 6-7, 8-9, 10-11, 24-25, 26-27, 28-29, 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 82-174*
ELD.PIII.1.RF.3a	Know the spelling-sound correspondences for common consonant digraphs.	Core TRS: Unit 4: 134-135 (Consonant Digraphs th, sh, ng) 148 (Consonant Digraphs th, sh, ng) 154-155 (Review 154-155 (Review and Assess Consonant Digraphs th, sh, ng) 192-193 (Review and Assess Consonant Digraphs ch, tch, wh), Decodable Readers: A Fish Wish A Cat for Trish Lunch for Patch Mitch Helps a Frog
ELD.PIII.1.RF.3b	Decode regularly spelled one-syllable words.	Core TRS: Unit 1: 87 (Spelling) Unit 2: 126 (Spelling) Unit 3: 49 (Spelling) Unit 6: 224 (Read Decodable Text: “A Snail in May”) Unit 7: 70 (Read Decodable Text: “Read a U.S.A. Time Line”)
ELD.PIII.1.RF.3c	Know final -e and common vowel team conventions for representing long vowel sounds.	Core TRS: Unit 5: 10-11 (Long a (final –e)) Unit 6: 126-127 (Long I (final –e)), 164-165 (Long e (final –e))

ELD.PIII.1.RF.3d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	Core TRS: Unit 4: 172 (Phonological Awareness: Phoneme Blending) 173 (Closed Syllables), 186 (Read Decodable Text: "Lunch for Patch") 192 (Spiral Review: Consonant Digraphs th,sh, ng) Unit 6: 134 (Blend Words) 186 (Read Decodable Text: "Pete Mule's Hat") Unit 7: 95 (Open Syllables) Unit 8: 211 (Vowel-r Syllables)
ELD.PIII.1.RF.3e	Decode two-syllable words following basic patterns by breaking the words into syllables.	Core TRS: Unit 4: 193 (Closed Syllables) Unit 6: 135 (Vowel-c-e Syllables) Unit 7: 113 (Open Syllables) Unit 8: 229 (Vowel-r Syllables)
ELD.PIII.1.RF.3f	Read words with inflectional endings.	ELA TRS: Unit 2: 173 (Inflectional Endings -s) Unit 2: 193 (Inflectional Endings -s) Unit 3: 95 193 (Inflectional Ending -ed) Unit 6: 173 (Inflectional Endings:-ed, -ing) Unit 6: 193 (Inflectional Endings:-ed, -ing) Unit 6: 211 (Inflectional Endings: -ed, -ing) Unit 9: 19 (Inflectional Endings: -er, -est) Unit 9: 29 (Build Vocabulary: Root Words and Their Inflectional Endings) Unit 9: 33 (Review Vocabulary: Root Words/Inflectional Endings) Unit 9: 39 (Review Vocabulary: Root Words/Inflectional Endings) Decodable Readers: Unit 2: Big Bus Unit 3: The Best Nest Unit 6: Pete Mule's Hat Unit 9: In Our Town
ELD.PIII.1.RF.3g	Recognize and read grade-appropriate irregularly spelled words.	Core TRS: Unit 4: 218 (Three-letter Blends scr, spl, spr, squ, str) Unit 5: 86-87 (Soft c, g) Unit 10: 154-155 (Review and Assess Silent Letters)
Fluency		
ELD.PIII.K.RF.4	Read emergent-reader texts with purpose and understanding.	*Grade 1 Intervention Fluency*
ELD.PIII.1.RF.4	Read with sufficient accuracy and fluency to support comprehension.	See citations below.
ELD.PIII.1.RF.4a	Read on-level text with purpose and understanding.	Core TRS: Unit 3: 70 (Read Decodable Text: "Stop! It's Frogs!") Unit 6: 224 ("A Snail in Many") Unit 7: 32 (Read Decodable Text: "Go Fast, Go Slow")
ELD.PIII.1.RF.4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	Accuracy Core TRS: Unit 1: 43 (Reread for Fluency: Accuracy) 50 (Reread for Fluency: Accuracy) Rate Core TRS: Unit 2: 120 (Reread for Fluency: Rate/Pausing) 128 (Reread for Fluency: Rate/Pausing) 136 (Reread for Fluency: Rate/Pausing) Expression Core TRS: Unit 5: 88 (Reread for Fluency: Prosody/Expression) Unit 6: 121 (Reread for Fluency: Rate/Pacing) Unit 9: 81 (Reread for Fluency: Prosody/Expression)

ELD.PIII.1.RF.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Self-Correct Core TRS: Unit 10: 159 (Reread for Fluency: Accuracy/Self-Correct) 174 (Reread for Fluency: Accuracy/Self-Correct) 187 (Reread for Fluency: Accuracy/Self-Correct) Understanding Core TRS: Unit 9: 43 (Reread for Fluency: Accuracy/Use Context Clues) 50 (Reread for Fluency: Accuracy/Use Context Clues) 65 (Reread for Fluency: Accuracy/Use Context Clues)

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Part 1: Interacting in Meaningful Ways				
A. Collaborative	**Emerging**	**Expanding**	**Bridging**	**Benchmark Advance Designated English Language Development Teacher Resource System**
ELD.PI.2.1	***Exchanging information and ideas*** Contribute to conversations and express ideas by asking and answering *yes-no* and *wh-* questions and responding using gestures, words, and learned phrases.	***Exchanging information and ideas*** Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.	***Exchanging information and ideas*** Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, adding pertinent information, building on responses, and providing useful feedback.	**Unit 1:** 4–5, 6–7, 8–9, 10–11, 12–13, 14–15, 18–19, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32–33 **Unit 2:** 34–35, 36–37, 38–39, 40–41, 42–43, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 58–59, 60–61, 62–63 **Unit 4:** 94–95, 96–97, 98–99, 100–101, 102–103, 104–105, 106–107, 108–109, 110–111, 112–113, 114–115, 116–117, 118–119, 120–121, 122–123 **Unit 5:** 126–127, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 142–143, 144–145, 148–149, 150–151, 152–153 **Unit 7**: 184–185,186–187, 188–189, 190–191, 192–193, 194–195, 198–199, 200–201, 202–203, 204–205, 206–207, 208–209, 212–213 **Unit 9:** 244–245, 246–247, 248–249, 250–251, 252–253, 254–255, 256–257, 258–259, 260–261, 262–263, 264–265, 266–267, 268–269, 270–271, 272–273 **Unit 10:** 274–275, 276–277, 278–279, 280–281, 282–283, 284–285, 286–287, 288–289, 290–291, 292–293, 294–295, –296–297, 298–299, 300–301, 302–303
ELD.PI.2.2	***Interacting via written English*** Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.	***Interacting via written English*** Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc	***Interacting via written English*** Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	**Unit 1:** 4–5, 6–7, 8–9, 12–13, 20–21, 28–29, 30–31, 32–33 **Unit 2:** 34–35, 36–37, 38–39, 40–41, 42–43, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 58–59, 60–61, 62–63 **Unit 4:** 94–95, 96–97, 98–99, 100–101, 102–103, 106–107, 112–113, 114–115, 118–119, 122–123 **Unit 5:** 128–129, 130–131, 132–133, 138–139, 140–141, 142–143, 144–145, 148–149, 150–151 **Unit 7:** 184–185, 186–187, 188–189, 190–191, 192–193, 194–195, 198–199, 200–201, 202–203, 204–205, 206–207 **Unit 9:** 244–245, 246–247, 248–249, 250–251, 252–253, 254–255, 256–257, 258–259, 260–261, 262–263, 264–265, 266–267, 268–269, 270–271, 272–273 **Unit 10:** 274–275, 276–277, 278–279, 280–281, 282–283, 284–285, 286–287, 288–289, 290–291, 292–293, 294–295, 296–297, 298–299, 300–301, 302–303
ELD.PI.2.3	***Offering opinions*** Offer opinions and negotiate with others in conversations using learned phrases (e.g., *I think X* .), as well as open responses, in order to gain and/or hold the floor.	***Offering opinions*** Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., *I agree with X, but X* .), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, etc.	***Offering opinions*** Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., *That's a good idea, but X*), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.	**Unit 1:** 16–17, 22–23 **Unit 2:** 62–63 **Unit 4:** 100–101 **Unit 5:** 128–129, 130–131, 134–135, 142–143, 150–151, 152–153 **Unit 7:** 196–197, 212–213 **Unit 9:** 272–273 **Unit 10:** 282–283, 302–303
ELD.PI.2.4	***Adapting language choices*** Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom) with substantial support from peers or adults.	***Adapting language choices*** Adjust language choices (e.g., vocabulary, use of dialogue, etc.) according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peers versus adults) with moderate support from peers or adults.	***Adapting language choices*** Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher) with light support from peers or adults.	**Unit 1:** 495, 6–7, 8–9 **Unit 2:** 34–35, 36–37, 38–39, 40–41, 42–43, 44–45, 46–47, 48–49, 50–51, 52–53,54–55, 56–57, 58–59, 60–61 **Unit 4:** 110–111, 112–113 **Unit 9:** 244–245, 246–247, 248–249, 250–251, 252–253, 254–255, 256–257, 258–259, 260–261, 262–263, 264–265, 266–267, 268–269, 270–271 **Unit 10:** 302–303

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B. Interpretive	Emerging	Expanding	Bridging	Benchmark Advance Designated English Language Development Teacher Resource System
ELD.PI.2.5	***Listening actively*** Demonstrate active listening to read-alouds and oral presentations by asking and answering basic questions with oral sentence frames and substantial prompting and support.	***Listening actively*** Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with oral sentence frames and occasional prompting and support.	***Listening actively*** Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.	**Unit 1:** 4–5, 6–97, 8–9, 10–11, 12–13, 14–15, 16–17, 18–19, 20–21, 24–25, 26–27, 28–29, 30–31, 32–33 **Unit 2:** 34–35, 36–37, 38–39, 40–41, 42–43, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 58–59, 60–61, 62–63 **Unit 4:** 94–95, 96–97, 98–99, 102–103, 104–105, 106–107, 108–109, 110–1111, 114–115, 116–117, 118–119, 120–121, 122–123 **Unit 5:** 126–127, 128–129, 132–133, 136–137, 138–139, 140–141, 144–145, 148–149, 150–151 **Unit 7:** 184–185, 186–187, 188–189, 190–191, 192–193, 194–195, 196–197, 198–199, 200–201,2 02–203, 204–205, 206–207, 208–209 **Unit 9:** 244–245, 246–247, 248–249, 250–251, 252–253, 254–255, 256–257, 258–259, 260–261, 262–263, 264–265, 266–267, 268–269, 270–271, 272–273 **Unit 10:** 274–275, 276–277, 278–279, 280–281, 284–285, 286–287, 288–289, 290–291, 292–293, 294–295, 296–297, 298–299, 300–301, 302–303
ELD.PI.2.6	***Reading/viewing closely*** Describe ideas, phenomena (e.g., plant life cycle), and text elements (e.g., main idea, characters, events) based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.	***Reading/viewing closely*** Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.	***Reading/viewing closely*** Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.	**Unit 1:** 49–5, 69–7, 8–9, 10–11, 12–13, 14–15, 16–17, 20–21, 22–23, 24–25, 26–27 **Unit 2:** 34–35, 36–37, 38–39, 40–41, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 58–59, 60–61, 62–63 **Unit 4:** 96–97, 98–99, 100–101, 102–103, 104–105, 106–107, 112–113, 114–115, 116–117, 118–119, 120–121, 122–123 **Unit 5:** 126–127, 128–129, 130–131, 134–135, 136–137, 142–143, 144–145, 148–149, 150–151, 152–153 **Unit 7:** 186–187, 188–189, 190–191,1 92–193, 194–195, 196–197, 200–201,2 02–203, 204–205, 206–207, 208–209, 212–213 **Unit 9:** 244–245, 246–247, 254–255, 256–257, 260–261 ,262–263, 264–265, 266–267, 268–269, 270–271, 272–273 **Unit 10:** 274–275, 276–277, 278–279, 280–281, 282–283, 284–285, 286–287, 290–291, 294–295, 291–297, 300–301
ELD.PI.2.7	***Evaluating language choices*** Describe the language writers or speakers use to present an idea (e.g., the words and phrases used to describe a character) with prompting and substantial support.	***Evaluating language choices*** Describe the language writers or speakers use to present or support an idea (e.g., the author's choice of vocabulary or phrasing to portray characters, places, or real people) with prompting and moderate support.	***Evaluating language choices*** Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary used to present evidence is strong enough) with light support.	**Unit 1**: 22–23 **Unit 2:** 62–63 **Unit 4:** 104–105, 112–113 **Unit 5:** 134–135, 136–137, 152–153 **Unit 7:** 212–213 **Unit 10:** 302–303
ELD.PI.2.8	***Analyzing language choices*** Distinguish how two different frequently-used words (e.g., describing a character as *happy* versus *angry*) produce a different effect on the audience.	***Analyzing language choices*** Distinguish how two different words with similar meaning (e.g., describing a character as *happy* versus *ecstatic)* produce shades of meaning and different effects on the audience.	***Analyzing language choices*** Distinguish how multiple different words with similar meaning (e.g., *pleased* versus *happy* versus *ecstatic, heard* or *knew* versus *believed)* produce shades of meaning and different effects on the audience.	**Unit 1**: 46–47, 48–49, 52–53, 54–55, 56–57, 58–59, 60–61 **Unit 4:** 110–111 **Unit 5:** 126–127 **Unit 7:** 192–193, 208–209 **Unit 9:** 254–255, 256–257, 260–261, 264–265, 266–267, 268–269, 270–271 **Unit 10:** 274–275, 302–303

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C. Productive	Emerging	Expanding	Bridging	Benchmark Advance Designated English Language Development Teacher Resource System
ELD.PI.2.9	***Presenting*** Plan and deliver very brief oral presentations (e.g., recounting an experience, retelling a story, describing a picture).	***Presenting*** Plan and deliver brief oral presentations on a variety of topics (e.g., retelling a story, describing an animal).	***Presenting*** Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, recounting a science experiment, describing how to solve a mathematics problem).	**Unit 1:** 18–19, 24–25, 28–29, 32–33 **Unit 4:** 122–123 **Unit 5:** 132–133, 138–139, 140–141 **Unit 7:** 194–195, 198–199 **Unit 10:** 274–275, 276–277, 278–279, 280–281, 292–293, 298–299
ELD.PI.2.10	***Writing*** Write very short literary texts (e.g., story) and informational texts (e.g., a description of a volcano) using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently.	***Writing*** Write short literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence	***Writing*** Write longer literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction), with peers and independently.	**Unit 1:** 4–5, 6–7, 8–9, 10–11, 20–21, 22–23 **Unit 2:** 34–35, 36–37, 38–39, 40–41, 42–43, 46–47, 48–49, 54–55, 62–63 **Unit 4:** 94–95, 96–97, 98–99, 112–113 **Unit 7:** 184–185, 188–189 **Unit 9:** 254–255, 256–257, 264–265, 266–267 **Unit 10:** 284–285, 286–287
ELD.PI.2.11	***Supporting opinions*** Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content).	***Supporting opinions*** Support opinions by providing good reasons and increasingly detailed textual evidence (e.g., providing examples from the text) or relevant background knowledge about the content.	***Supporting opinions*** Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from text) or relevant background knowledge about the content.	**Unit 1:** 16–17, 22–23 **Unit 2:** 62–63 **Unit 4:** 100–101, 110–111 **Unit 5:** 130–131, 134–135, 142–143, 152–153 **Unit 7:** 212–213 **Unit 9:** 272–273 **Unit 10:** 282–283, 302–303
ELD.PI.2.12a	***Selecting language resources*** a) Retell texts and recount experiences using key words.	***Selecting language resources*** a) Retell texts and recount experiences using complete sentences and key words.	***Selecting language resources*** a) Retell texts and recount experiences using increasingly detailed complete sentences and key words.	**Unit 1:** 4–5, 6–7, 8–9, 10–11, 12–13, 24–25 **Unit 2:** 34–35, 36–37, 38–39, 40–41, 42–43, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 58–59, 60–61, 62–63 **Unit 4:** 100–101, 104–105, 112–113, 118–119, 120–121 **Unit 5:** 126–127, 148–149 **Unit 7:** 186–187, 192–193, 200–201, 208–209 **Unit 9:** 244–245, 246–247, 248–249, 250–251, 252–253, 254–255, 256–257, 258–259, 260–261, 262–263, 264–265, 266–267, 268–269, 270–271, 272–273 **Unit 10:** 276–277, 280–281, 288–289, 290–291, 300–301, 302–303
ELD.PI.2.12b	b) Use a select number of general academic and domain-specific words to add detail (e.g., adding the word *generous* to describe a character, using the word *lava* to explain volcanic eruptions) while speaking and writing.	b) Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word *suddenly* to signal a change), or create shades of meaning (e.g., *scurry* versus *dash)* while speaking and writing.	b) Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language (e.g., He was *as quick as a cricket* .) to create an effect, precision, and shades of meaning while speaking and writing.	**Unit 1:** 4–5, 6–7, 8–9, 10–11, 12–13, 24–25 **Unit 2:** 34–35, 36–37, 38–39, 40–41, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 58–59, 60–61, 62–63 **Unit 4:** 100–101, 104–105, 112–113, 118–119, 120–121 **Unit 5:** 126–127, 148–149 **Unit 7:** 186–187, 192–193, 200–201, 208–209 **Unit 9:** 244–245, 246–247, 248–249, 250–251, 252–253, 254–255, 256–257, 258–259, 260–261, 262–263, 264–265, 266–267, 268–269, 270–271, 272–273 **Unit 10:** 276–277, 280–281, 288–289, 290–291, 300–301, 302–303

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Part II: Learning About How English Works				
A. Structuring Cohesive Texts	**Emerging**	**Expanding**	**Bridging**	**Benchmark Advance Designated English Language Development Teacher Resource System**
ELD.PII.2.1	***Understanding text structure*** Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	***Understanding text structure*** Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an information report is organized by topic and details) to comprehending texts and composing texts with increasing independence.	***Understanding text structure*** Apply understanding of how different text types are organized predictably to express ideas (e.g., a narrative versus an informative/explanatory text versus an opinion text) to comprehending and writing texts independently.	**Unit 1**: 4–5, 6–7, 8–9, 10–11, 14–15, 16–17, 18–19, 20–21, 24–25, 26–27, 30–31 **Unit 2:** 44–45, 46–47, 56–57, 58–59, 60–61, 62–63 **Unit 4:** 94–95, 96–97, 98–99, 102–103, 106–107, 108–109, 112–113, 114–115, 116–117 **Unit 5:** 128–129, 134–135, 144–145 **Unit 7:** 188–189, 196–197, 204–205, 206–207 **Unit 9:** 254–255, 270–271, 272–273 **Unit 10:** 274–275, 278–279, 296–297, 302–303
ELD.PII.2.2	***Understanding cohesion*** Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., *today, then)* to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	***Understanding cohesion*** Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., *after a long time* , *first/next*) to comprehending texts and writing texts with increasing independence.	***Understanding cohesion*** Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., *for example, after that, suddenly*) to comprehending and writing texts independently.	**Unit 1:** 20–21, 30–31 **Unit 2:** 56–57 **Unit 4:** 94–95, 96–997, 98–99, 108–109, 112–113 **Unit 7:** 186–187, 188–189, 194–195 **Unit 9:** 256–257 **Unit 10:** 276–277, 288–289
B. Expanding and Enriching Ideas	**Emerging**	**Expanding**	**Bridging**	**Benchmark Advance Designated English Language Development Teacher Resource System**
ELD.PII.2.3a	***Using verbs and verb phrases*** a) Use frequently used verbs (e.g., walk, run) and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and sometimes independently	***Using verbs and verb phrases*** a) Use a growing number of verb types (e.g., doing, saying, being/having, thinking/feeling) with increasing independence.	***Using verbs and verb phrases*** a) Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling) independently.	**Unit 1:** 14–15, 24–25, 28–29, 32–33, 40–41 **Unit 2:** 48–49, 50–51, 52–53, 54–55 **Unit 4:** 112–113 **Unit 5:** 132–133, 140–141 **Unit 7:** 192–193 **Unit 9:** 248–249, 250–251, 262–263, 264–265 **Unit 10:** 280–281, 284–285, 286–287, 290–291, 298–299
ELD.PII.2.3b	b) Use simple verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience) in shared language activities guided by the teacher and sometimes independently.	b) Use a growing number of verb tenses appropriate for the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) with increasing independence.	b) Use a wide variety of verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict) independently.	**Unit 1:** 14–15, 24–25, 28–29, 32–33, 40–41 **Unit 2:** 48–49, 50–51, 52–53, 54–55 **Unit 4:** 112–113 **Unit 5:** 132–133, 140–141 **Unit 7:** 192–193 **Unit 9:** 248–249, 250–251, 262–263, 264–265 **Unit 10:** 280–281, 284–285, 286–287, 290–291, 298–299
ELD.PII.2.4	***Using nouns and noun phrases*** Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and to add details about ideas, people, things, etc., in shared language activities guided by the teacher and sometimes independently.	***Using nouns and noun phrases*** Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) in order to enrich the meaning of sentences and to add details about ideas, people, things, etc., with increasing independence.	***Using nouns and noun phrases*** Expand noun phrases in a variety of ways (e.g., adding comparative/superlative adjectives to nouns) in order to enrich the meaning of phrases/sentences and to add details about ideas, people, things, etc., independently.	**Unit 1:** 14–15, 18–19, 26–27 **Unit 2:** 34–35 **Unit 4:** 112–113, 122–123 **Unit 5:** 134–135 **Unit 7:** 190–191, 202–203 **Unit 9:** 244–245, 258–259

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ELD.PII.2.5	***Modifying to add details*** Expand sentences with frequently used adverbials (e.g., prepositional phrases, such as *at school* , *with my friend*) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.	***Modifying to add details*** Expand sentences with a growing number of adverbials (e.g., adverbs, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process with increasing independence.	***Modifying to add details*** Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) independently.	**Unit 1:** 10–11, 12–13 **Unit 2:** 36–37, 44–45 **Unit 4:** 100–101, 112–113 **Unit 5:** 126–127, 130–131, 136–137, 142–143, 148–149, 150–151 **Unit 7:** 200–201, 208–209 **Unit 9:** 246–247, 266–267 **Unit 10:** 282–283, 294–295, 300–301, 302–303
C. Connecting and Condensing Ideas				
ELD.PII.2.6	***Connecting ideas*** Combine clauses in a few basic ways to make connections between and to join ideas (e.g., creating compound sentences using *and, but, so*) in shared language activities guided by the teacher and sometimes independently.	***Connecting ideas*** Combine clauses in an increasing variety of ways to make connections between and to join ideas, for example, to express cause/effect (e.g., *She jumped because the dog barked*) with increasing independence.	***Connecting ideas*** Combine clauses in a wide variety of ways (e.g., rearranging complete simple to form compound sentences) to make connections between and to join ideas (e.g., *The boy was hungry. The boy ate a sandwich. -> The boy was hungry so he ate a sandwich.*) independently.	**Unit 1:** 30–31 **Unit 2:** 38–39, 42–43 **Unit 4:** 102–103, 108–109, 112–113, 114–115, 116–117, 122–123 **Unit 5:** 144–145 **Unit 7:** 186–187, 190–191, 202–203, 204–205, 206–207 **Unit 9:** 252–253, 260–261, 268–269 **Unit 10:** 276–277, 288–289, 296–297
ELD.PII.2.7	***Condensing ideas*** Condense clauses in simple ways (e.g., changing: *It's green. It's red. -> It's green and red.*) to create precise and detailed sentences in shared language activities guided by the teacher and sometimes independently.	***Condensing ideas*** Condense clauses in a growing number of ways (e.g., through embedded clauses as in, *It's a plant. It's found in the rainforest. -> It's a green and red plant that's found in the rainforest.*) to create precise and detailed sentences with increasing independence.	***Condensing ideas*** Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing as in, *It's a plant. It's green and red. It's found in the tropical rainforest. -> It's a green and red plant that's found in the tropical rainforest.*) to create precise and detailed sentences independently.	**Unit 4:** 104–105 **Unit 10:** 294–295
Part III: Using Foundational Literacy Skills				
Print Concepts				**Benchmark Advance Designated English Language Development Teacher Resource System**
ELD.PIII.K.RF.1	Demonstrate understanding of the organization and basic features of print (a–d)			*Grade 2 Intervention - Print Concepts* , 2-3, 4-5, 6-7, 8-9, 12-13, 14-15, 18-19
ELD.PIII.1.RF.1	Demonstrate understanding of the organization and basic features of print (a)			*Grade 2 Intervention - Print Concepts* , 2-3, 4-5, 6-7, 8-9
Phonological Awareness				
ELD.PIII.K.RF.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (a–f)			*Grade 2 Intervention - Phonological Awareness,* 10-11, 14-15, 16-17, 18-19, 20-21, 30-31, 32-33, 38-39, 40-41
ELD.PIII.1.RF.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (a–d)			*Grade 2 Intervention - Phonological Awareness* , 10-11, 14-15, 16-17, 18-19, 20-21, 30-31, 32-33
Phonics and Word Recognition				
ELD.PIII.K.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA (a–d)			*Grade 2 Intervention Phonics and Word Recognition* , 6-28, 120-126, 152-226
ELD.PIII.1.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA (a–g)			*Grade 2 Intervention Phonics and Word Recognition* , 2-3, 6-11, 30-31, 108-127, 92-97,

ELD.PIII.2.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA (a–f)	Phonics and word analysis is included in weekly word study. U1: 116-117 (Review and Assess Long a) U2: 132-133 (Long o: oa, o, oe, ow) 210-211 (Long i: ie, i, y, igh) Short Vowels U1: 12-13 (Short Vowels), 14 (Review Phonics: Short Vowels), 20-21 (Initial Blends), 28 (Final Blends) U1: 90-91 (Long a: ai, a, ea, ay) 93 (Review Phonics: Long a Vowel Team Patterns), 98-99 (Long a: ai, a, ea, ay) U2: 135 (Review Phonics: Long o Vowel Teams), 172-173 (Long e: ee, ea, e, e_e, y, ey, ie) U2: 162 (Review Multisyllabic Words) 194 (Long e: ee, ea, e, e_e, y, ey, ie) 236 (Review Multisyllabic Words) U10: 232 (Review Multisyllabic Words) U6: 227 (Review Phonics: Prefixes) U10: 172-173 (Prefixes un-, re-, dis-), 188 (Prefixes un-, re-, dis-) 210-211 (Suffixes -ful, -less), 213 (Review Phonics: Suffix -ful) 218-219 (Suffixes -ful, -less) U4: 132-133 (r-Controlled Vowels or, oar, ore) U7: 52-53 (Inflectional Endings with Spelling Changes) U9: 12-13 (Words with -y or -ly Endings) U8: 132-133 (Irregular Plural Nouns) 134 (Review Phonics: Irregular Plural Nouns) 148 (Irregular Plural Nouns)
Fluency		
ELD.PIII.K.RF.4	Read emergent-reader texts with purpose and understanding.	*Grade 2 Intervention Fluency*
ELD.PIII.1.RF.4	Read with sufficient accuracy and fluency to support comprehension. (a–c)	*Grade 2 Intervention Fluency*
ELD.PIII.2.RF.4	Read with sufficient accuracy and fluency to support comprehension. (a–c)	Students read on-level texts for multiple purposes each week. Samples are provided. Core TRS: U3: 85 (Model Fluent Reading: Prosody: Intonation) U4: 205 (Model Fluent Reading: Prosody: Phrasing) U5: 85 (Model Fluent Reading: Prosody: Expression) Core TRS: U1: 28 (Read Word Study (Decodable) Text) 68 (Read Word Study (Decodable) Text) 106 (Read Word Study (Decodable) Text) U3: 6 (Model Fluent Reading: Rate: Pausing) U4: 126 (Model Fluent Reading: Rate: Pacing) U6: 205 (Model Fluent Reading: Prosody/Inflection) Core TRS: U2: 162 (Reread for Fluency: “Willow and Toad”) 200 (Reread for Fluency: “Jack and the Bean Tree”) 236 (Reread for Fluency: “Why Sun and Moon Live in the Sky”) U3: 47 (Model Fluent Reading: Accuracy: Rereading) U4: 167 (Model Fluent Reading: Accuracy/Self-Correct) U5: 47 (Model Fluent Reading: Accuracy: Use Context)

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Part 1: Interacting in Meaningful Ways				
A. Collaborative	**Emerging**	**Expanding**	**Bridging**	**Benchmark Advance Designated English Language Development Teacher Resource System**
ELD.PI.3.1	***Exchanging information and ideas*** Contribute to conversations and express ideas by asking and answering *yes-no* and *wh-* questions and responding using short phrases.	***Exchanging information and ideas*** Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.	***Exchanging information and ideas*** Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.	**Unit 1:** 4–5, 6–7, 8–9, 10–11, 12–13, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32–33 **Unit 2:** 34–35, 36–37, 38–39, 40–41, 42–43, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 58–59, 60–61, 62–63 **Unit 3:** 64–65, 66–67, 68–69, 70–71, 72–73, 74–75, 76–77, 78–79, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93 **Unit 4:** 94–95, 96–97, 98–99, 100–101, 102–103, 104–105, 106–107, 108–109, 110–111, 112–113, 114–115, 116–117, 118–119, 120–121, 122–123 **Unit 5:** 124–125, 126–127, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153 **Unit 6:** 154–155, 156–157, 158–159, 160–161, 162–163, 164–165, 166–167, 168–169, 170–171, 172–173, 174–175, 176–177, 178–179, 180–181, 182–183 **Unit 7:** 184–185, 186–187, 188–189, 190–191, 192–193, 194–195, 196–197, 198–199, 200–201, 202–203, 204–205, 206–207, 208–209, 210–211, 212–213 **Unit 8:** 214–215, 216–217, 218–219, 220–221, 222–223, 224–225, 226–227, 228–229, 230–231, 232–233, 234–235, 236–237, 238–239, 240–241, 242–243 **Unit 9:** 244–245, 246–247, 248–249, 250–251, 252–253, 254–255, 256–257, 258–259, 260–261, 262–263, 264–265, 266–267, 268–269, 270–271, 272–273 **Unit 10:** 274–275, 276–277, 278–279, 280–281, 282–283, 284–285, 286–287, 288–289, 290–291, 292–293, 294–295, 296–297, 298–299, 300–301, 302–303

ELD.PI.3.2	***Interacting via written English*** Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.	***Interacting via written English*** Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	***Interacting via written English*** Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	**Unit 1:** 4–5, 6–7, 8–9, 10–11, 12–13, 16–17, 18–19, 20–21, 22–23, 24–25, 26–27, 30–31, 32–33 **Unit 2:** 34–35, 36–37, 38–39, 40–41, 42–43, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 58–59, 60–61, 62–63 **Unit 3:** 64–65, 66–67, 68–69, 70–71, 72–73, 74–75, 76–77, 78–79, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93 **Unit 4:** 94–95, 96–97, 98–99, 100–101, 102–103, 104–105, 106–107, 108–109, 110–111, 112–113, 114–115, 116–117, 118–119, 120–121, 122–123 **Unit 5:** 124–125, 126–127, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153 **Unit 6:** 154–155, 156–157, 158–159, 160–161, 162–163, 164–165, 166–167, 168–169, 170–171, 172–173, 174–175, 176–177, 178–179, 180–181, 182–183 **Unit 7:** 184–185, 186–187, 188–189, 190–191, 192–193, 194–195, 196–196, 198–199, 200–201, 202–203, 204–205, 206–207, 208–209, 210–211, 212–213 **Unit 8:** 214–215, 216–217, 218–219, 220–221, 222–223, 224–225, 226–227, 228–229, 230–231, 232–233, 234–235, 236–237, 238–239, 240–241, 242–243 **Unit 9:** 244–245, 246–247, 248–249, 250–251, 252–253, 254–255, 256–257, 258–259, 260–261, 262263, 264–265, 266–267, 268269, 270–271, 272–273 **Unit 10:** 276–277, 278–279, 280–281, 282–283, 284–285, 286–287, 288–289, 290–291, 292–293, 294–295, 296–297, 298–299, 300–301, 302–303
ELD.PI.3.3	***Offering opinions*** Offer opinions and negotiate with others in conversations using basic learned phrases (e.g., *I think…*), as well as open responses in order to gain and/or hold the floor.	***Offering opinions*** Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., *I agree with X, and…*), as well as open responses in order to gain and/or hold the floor, provide counter-arguments, etc.	***Offering opinions*** Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., *That's a good idea,* *but X*), as well as open responses in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.	**Unit 2:** 52–53, 62–63 **Unit 3:** 78–79, 80–81, 88–89 **Unit 4:** 122–123 **Unit 7:** 190–191, 194–195, 198–199, 204–205, 206–207 **Unit 8:** 238–239, 242–243 **Unit 9:** 272–273 **Unit 10:** 292–293, 294–295, 302–303
ELD.PI.3.4	***Adapting language choices*** Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom) with substantial support from peers or adults.	***Adapting language choices*** Adjust language choices (e.g., vocabulary, use of dialogue, etc.) according to purpose (e.g., persuading, entertaining), social setting, and audience (e.g., peers versus adults) with moderate support from peers or adults.	***Adapting language choices*** Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher) with light support from peers or adults.	**Unit 1:** 14–15, 26–27, 28–29 **Unit 2:** 34–35, 36–37 **Unit 3:** 82–83, 92–93 **Unit 4:** 102–103, 114–115 **Unit 7:** 186–187, 192–193, 204–205, 206–207 **Unit 9:** 252–257 **Unit 10:** 298–299

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B. Interpretive	Emerging	Expanding	Bridging	Benchmark Advance Designated English Language Development Teacher Resource System
ELD.PI.3.5	***Listening actively*** Demonstrate active listening to read-alouds and oral presentations by asking and answering basic questions with prompting and substantial support.	***Listening actively*** Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with occasional prompting and moderate support.	***Listening actively*** Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.	**Unit 1:** 4–5, 6–7, 8–9, 10–11, 12–13, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32–33 **Unit 2:** 34–35, 36–37, 38–39, 40–41, 42–43, 44–45, 46–47, 48–49, 50–51, 54–55, 56–57, 58–59, 60–61, 62–63 **Unit 3:** 64–65, 66–67, 68–69, 70–71, 72–73, 74–75, 76–77, 78–79, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93 **Unit 4:** 94–95, 96–97, 98–99, 100–101, 102–103, 104–105, 106–107, 108–109, 110–111, 112–113, 116–117, 118–119, 120–121, 122–123 **Unit 5:** 124–125, 126–127, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153 **Unit 6:** 154–155, 156–157, 158–159, 160–161, 162–163, 164–165, 168–169, 170–171, 172–173, 174–175, 176–177, 178–179, 180–181, 182–183 **Unit 7:** 184–185, 186–187, 188–189, 190–191, 192–193, 194–195, 196–197, 198–199, 200–201, 202–203, 204–205, 206–207, 208–209, 210–211, 212–213 **Unit 8:** 214–215, 216–217, 218–219, 220–221, 224–225, 226–227, 230–231, 232–233, 234–235, 236–237, 238–239, 240–241, 242–243 **Unit 9:** 246–247, 248249, 250–251, 252–253, 254–255, 256–257, 258–259, 260–261, 262–263, 264–265, 266–267, 268–269, 270–271, 272–273 **Unit 10:** 274–275, 276–277, 278–279, 280–281, 282–283, 284–285, 286–287, 288–289, 290–291, 292–293, 294–295, 296–297, 298–299, 300–301, 302–303
ELD.PI.3.6	***Reading/viewing closely*** Describe ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., main idea, characters, setting) based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.	***Reading/viewing closely*** Describe ideas, phenomena (e.g., how cows digest food), and text elements (e.g., main idea, characters, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.	***Reading/viewing closely*** Describe ideas, phenomena (e.g., volcanic eruptions), and text elements (e.g., central message, character traits, major events) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.	**Unit 1:** 4–5, 14–15, 16–17, 18–19, 20–21, 24–25, 26–27, 28–29 **Unit 2:** 34–35, 42–43, 44–45, 46–47, 54–55, 56–57 **Unit 3:** 68–69, 72–73, 74–75, 76–77, 84–85, 86–87 **Unit 4:** 94–95, 96–97, 104–105, 106–107, 114–115, 116–117 **Unit 5:** 128–129, 134–135, 136–137, 144–145, 146–147 **Unit 7:** 194–195, 196–197, 204–205, 206–207 **Unit 8:** 218–219, 222–223, 224–225, 226–227, 234–235, 236–237 **Unit 9:** 254–255, 256–257, 264–265, 266–267 **Unit 10:** 284–285, 286–287, 294–295, 296–297
ELD.PI.3.7	***Evaluating language choices*** Describe the language writers or speakers use to support an opinion or present an idea (e.g., by identifying the phrases or words in the text that provide evidence) with prompting and substantial support.	***Evaluating language choices*** Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence) with prompting and moderate support.	***Evaluating language choices*** Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary or phrasing used to provide evidence is strong enough) with light support.	**Unit 1:** 10–11 **Unit 2:** 38–39, 42–43, 50–51 **Unit 4:** 104–105 **Unit 5:** 164–165, 166–167, 168–169, 174–175, 176–177 **Unit 7:** 194–195 **Unit 8:** 242–243 **Unit 9:** 272–273 **Unit 10:** 302–303

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ELD.PI.3.8	***Analyzing language choices*** Distinguish how different words produce different effects on the audience (e.g., describing a character as *happy* versus *sad).*	***Analyzing language choices*** Distinguish how different words with similar meanings (e.g., describing a character as *happy* versus *ecstatic)* produce shades of meaning and different effects on the audience.	***Analyzing language choices*** Distinguish how multiple different words with similar meanings (e.g., *pleased* versus *happy* versus *ecstatic* , *heard* versus *knew* versus *believed)* produce shades of meaning and different effects on the audience.	**Unit 1:** 10–11, 22–23, 30–31 **Unit 2:** 36–37, 38–39, 40–41, 46–47, 48–49, 50–51, 56–57, 60–61 **Unit 3:** 66–67, 70–71, 78–79, 80–81 **Unit 4:** 100–101, 110–111, 114–115 **Unit 5:** 124–125, 130–131, 140–141, 150–151 **Unit 6:** 154–155, 170–171 **Unit 7:** 194–195, 198–199, 200–201, 202–203, 212–213 **Unit 8:** 216–217, 220–221, 230–231, 238–239, 240–241, 242–243 **Unit 9:** 244–245, 250–251, 266–267, 270–271, 272–273 **Unit 10:** 298–299, 300–301, 302–303
C. Productive	**Emerging**	**Expanding**	**Bridging**	**Benchmark Advance Designated English Language Development Teacher Resource System**
ELD.PI.3.9	***Presenting*** Plan and deliver very brief oral presentations (e.g., retelling a story, describing an animal, etc.).	***Presenting*** Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, etc.).	***Presenting*** Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process or historical event, etc.).	**Unit 1:** 10–11 **Unit 2:** 44–45, 54–55 **Unit 3:** 74–75, 86–87 **Unit 4:** 114–115 **Unit 5:** 134–135, 144–145 **Unit 7:** 184–185, 188–189, 196–197, 208–209 **Unit 8:** 228–229, 230–231, 234–235 **Unit 9:** 254–255, 258–259
ELD.PI.3.10a	***Writing*** a) Write short literary and informational texts (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.	***Writing*** a) Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization.	***Writing*** a) Write longer and more detailed literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register.	**Unit 1:** 6–7, 8–9, 16–17, 22–23, 28–29, 30–31, 36–37 **Unit 3:** 66–67, 70–71, 74–75, 86–87, 88–89, 90–91, 92–93 **Unit 4:** 102–103, 108–109, 112–113, 122–123 **Unit 5:** 132–133 **Unit 7:** 188–189, 190–191, 192–193, 194–195, 196–197, 212–213 **Unit 8:** 228–229, 218–219, 232–233, 242–243 **Unit 9:** 248–249, 252–253, 262–263, 264–265, 266–267, 268–269, 272–273 **Unit 10:** 292–293, 294–295, 298–299
ELD.PI.3.10b	b) Paraphrase texts and recount experiences using key words from notes or graphic organizers.	b) Paraphrase texts and recount experiences using complete sentences and key words from notes or graphic organizers.	b) Paraphrase texts and recount experiences using increasingly detailed complete sentences and key words from notes or graphic organizers.	**Unit 1:** 8–9, 16–17, 22–23, 30–31, 36–37 **Unit 3:** 66–67, 70–71, 74–75, 82–83, 86–87, 88–89, 90–91 **Unit 7:** 188–189, 190–191, 192–193, 194–195, 196–197, 208–209, 212–213 **Unit 9:** 248–249, 262–263, 264–265, 266–267 **Unit 10:** 298–299
ELD.PI.3.11	***Supporting opinions*** Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content).	***Supporting opinions*** Support opinions by providing good reasons and increasingly detailed textual evidence (e.g., providing examples from the text) or relevant background knowledge about the content.	***Supporting opinions*** Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from text) or relevant background knowledge about the content.	**Unit 2:** 62–63 **Unit 3:** 88–89 **Unit 4:** 98–99, 122–123 **Unit 6:** 164–165 **Unit 7:** 192–193 **Unit 10:** 302–303

ELD.PI.3.12	***Selecting language resources*** Use a select number of general academic and domain-specific words to add detail (e.g., adding the word *dangerous* to describe a place, using the word *habitat* when describing animal behavior) while speaking and writing.	***Selecting language resources*** Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word *suddenly* to signal a change), or create shades of meaning (e.g., *scurry* versus *dash)* while speaking and writing.	***Selecting language resources*** Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect, precision, and shades of meaning while speaking and writing.	**Unit 1:** 4–5, 14–15, 16–17, 18–19, 22–23, 24–25, 26–27, 28–29, 30–31, 32–33 **Unit 2:** 38–39, 40–41, 42–43, 48–49, 50–51, 52–53, 56–57, 58–59, 60–61, 62–63 **Unit 3:** 66–67, 6869, 70–71, 72–73, 74–75, 76–77, 78–79, 80–81, 82–83, 84–85, 90–91, 92–93 **Unit 4:** 94–95, 96–97, 100–101, 114–115, 120–121 **Unit 5:** 124–125, 126–127, 128–129, 132–133, 138–139, 142–143, 148–149, 152–153 **Unit 6:** 154–155, 156–157, 158–159, 160–161, 162–163, 164–165, 166–167, 168–169, 170–171, 172–173, 174–175, 176–177, 178–179, 180–181, 182–183 **Unit 7:** 200–201, 210–211 **Unit 8:** 214–215, 216–217, 220–221, 222–223, 230–231, 234–235, 236–237, 238239, 242–243 **Unit 9:** 244–245, 248–249, 264–265, 266–267, 270–271, 272–273 **Unit 10:** 274–275, 276–277, 278–279, 280–281, 282–283, 284–285, 286–287, 288–289, 290–291, 294–295, 296–297, 302–303
Part II: Learning About How English Works				
A. Structuring Cohesive Texts	**Emerging**	**Expanding**	**Bridging**	**Benchmark Advance Designated English Language Development Teacher Resource System**
ELD.PII.3.1	***Understanding text structure*** Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially) to comprehending texts and writing basic texts.	***Understanding text structure*** Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages) to comprehending texts and writing texts with increasing cohesion.	***Understanding text structure*** Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how opinion/arguments are structured logically, grouping related ideas) to comprehending texts and writing cohesive texts.	**Unit 1:** 6–7, 8–9, 16–17, 18–19, 22–23, 26–27 **Unit 2:** 54–55 **Unit 3:** 86–87 **Unit 4:** 98–99 **Unit 5:** 126–127, 132–133, 142–143, 152–153 **Unit 6:** 166–167 **Unit 8:** 224–225, 226–227, 228–229, 232–233, 234–235, 236–237, 242–243 **Unit 9:** 266–267, 272–273 **Unit 10:** 282–283, 288–289, 296–297, 302–303
ELD.PII.3.2a	***Understanding cohesion*** a) Apply basic understanding of language resources that refer the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts.	***Understanding cohesion*** a) Apply growing understanding of language resources that refer the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion.	***Understanding cohesion*** a) Apply increasing understanding of language resources that refer the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending and writing cohesive texts.	**Unit 1:** 24–25, 32–33 **Unit 2:** 34–35, 54–55, 62–63 **Unit 3:** 64–65, 70–71, 74–75, 86–87, 92–93 **Unit 4:** 94–95, 96–97, 102–103, 112–113 **Unit 5:** 124–125, 144–145, 148–149 **Unit 6:** 168–169 **Unit 7:** 196–197, 202–203 **Unit 8:** 240–241, 242–243 **Unit 9:** 252–253, 256–257, 264–265, 272–273 **Unit 10:** 278–279, 302–303
ELD.PII.3.2b	b) Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., *then,* *next*) to comprehending texts and writing basic texts.	b) Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., *at the beginning/end, first/next*) to comprehending texts and writing texts with increasing cohesion.	b) Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of connecting and transitional words or phrases (e.g., for example, *afterward, first/next/last*) to comprehending texts and writing cohesive texts.	**Unit 1:** 6–7 **Unit 2:** 46–47, 54–55, 62–63 **Unit 3:** 64–65, 70–71, 74–75 **Unit 4:** 94–95, 96–97 **Unit 6:** 166–167 **Unit 8:** 238–239, 240–241, 242–243 **Unit 9:** 258–259, 272–273 **Unit 10:** 278–279, 282–283, 288–289, 302–303

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B. Expanding and Enriching Ideas	Emerging	Expanding	Bridging	Benchmark Advance Designated English Language Development Teacher Resource System
ELD.PII.3.3	***Using verbs and verb phrases*** Use frequently used verbs, different verb types (e.g., doing, saying, being/having, thinking/feeling), and verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience).	***Using verbs and verb phrases*** Use a growing number of verb types (e.g., doing, saying, being/having, thinking/feeling) and verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for retelling, simple present for a science description).	***Using verbs and verb phrases*** Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling) and verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict).	**Unit 1:** 10–11, 14–15, 16–17, 20–21, 24–25, 28–29, 32–33 **Unit 2:** 34–35, 44–45, 52–53, 56–57, 60–61 **Unit 3:** 82–83 **Unit 4:** 96–97, 108–109, 116–117 **Unit 5:** 128–129, 136–137, 138–139 **Unit 6:** 164–165 **Unit 7:** 188–189, 208–209 **Unit 8:** 242–243 **Unit 9:** 244–245, 248–249, 254–255, 266–267, 270–271, 272–273 **Unit 10:** 274–275, 286–287, 294–295, 298–299, 302–303
ELD.PII.3.4	***Using nouns and noun phrases*** Expand noun phrases in simple ways (e.g., adding an adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.	***Using nouns and noun phrases*** Expand noun phrases in a growing number of ways (e.g., adding comparative/superlative adjectives to nouns) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.	***Using nouns and noun phrases*** Expand noun phrases in a variety of ways (e.g., adding comparative/ superlative adjectives to noun phrases, simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.	**Unit 1:** 4–5, 10–11, 12–13, 20–21, 32–33 **Unit 2:** 38–39, 40–41, 42–43, 50–51 **Unit 3:** 88–89 **Unit 4:** 98–99, 118–119 **Unit 5:** 150–151 **Unit 6:** 154–155, 156–157 **Unit 7:** 194–195, 204–205 **Unit 8:** 214–215, 216–217, 218–219, 222–223, 240–241, 242–243 **Unit 9:** 246–247, 264–265, 272–273 **Unit 10:** 290–291, 302–303
ELD.PII.3.5	***Modifying to add details*** Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a familiar activity or process (e.g., They walked *to the soccer field* .).	***Modifying to add details*** Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a familiar or new activity or process (e.g., They worked *quietly* ; They ran a*cross the soccer field* .).	***Modifying to add details*** Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a range of familiar and new activities or processes (e.g., They worked *quietly all night in their room* .).	**Unit 1:** 8–9 **Unit 2:** 36–37, 38–39, 40–41, 42–43, 48–49, 58–59 **Unit 3:** 64–65, 68–69, 70–71, 72–73, 74–75, 76–77, 78–79 **Unit 4:** 94–95, 106–107, 110–111 **Unit 5:** 126–127, 130–131, 132–133, 134–135, 140–141, 152–153 **Unit 6:** 156–157, 158–159, 166–167, 174–175, 178–179 **Unit 7:** 186–187, 194–195, 198–199, 206–207, 212–213 **Unit 8:** 226–227, 232–233, 234–235, 236–237, 242–243 **Unit 9:** 272–273 **Unit 10:** 276–277, 278–279, 284–285, 296–297, 302–303

C. Connecting and Condensing Ideas				
ELD.PII.3.6	***Connecting ideas*** Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using *and, but, so*).	***Connecting ideas*** Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., *The deer ran because the mountain lion came* .) or to make a concession (e.g., *She studied all night even though she wasn't feeling well.*).	***Connecting ideas*** Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., *The deer ran because the mountain lion approached them* .), to make a concession (e.g., *She studied all night even though she wasn't feeling well* .), or to link two ideas that happen at the same time (e.g., *The cubs played while their mother hunted* .).	**Unit 1:** 16–17, 22–23, 26–27 **Unit 2:** 46–47, 48–49, 54–55, 62–63 **Unit 3:** 66–67, 72–73, 78–79, 84–85 **Unit 4:** 114–115, 122–123 **Unit 5:** 146–147 **Unit 6:** 162–163, 172–173, 176–177, 182–183 **Unit 7:** 192–193, 202–203 **Unit 8:** 226–227, 242–243 **Unit 9:** 268–269, 272–273 **Unit 10:** 302–303
ELD.PII.3.7	***Condensing ideas*** Condense clauses in simple ways (e.g., changing: *It's green. It's red. -> It's green and red.*) to create precise and detailed sentences.	***Condensing ideas*** Condense clauses in a growing number of ways (e.g., through embedded clauses as in, *It's a plant. It's found in the rainforest. -> It's a green and red plant that's found in the tropical rainforest.*) to create precise and detailed sentences.	***Condensing ideas*** Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing as in, *It's a plant. It's green and red. It's found in the tropical rainforest. -> It's a green and red plant that's found in the tropical rainforest.*) to create precise and detailed sentences.	**Unit 2:** 48–49, 54–55 **Unit 3:** 70–71 **Unit 4:** 114–115, 122–123 **Unit 5:** 146–147 **Unit 6:** 154–155, 172–173, 182–183 **Unit 7:** 184–185, 192–193 **Unit 8:** 242–243 **Unit 9:** 272–273 **Unit 10:** 302–303
Part III: Using Foundational Literacy Skills				
Print Concepts				**Benchmark Advance Designated English Language Development Teacher Resource System**
ELD.PIII.K.RF.1	Demonstrate understanding of the organization and basic features of print (a–d)			*Advancing Foundational Skills for English Language Learners:* Print Concepts 1-4 Alphabet Recognition, Alphabetcal Principle, Directionality, Word and Sentence Features
ELD.PIII.1.RF.1	Demonstrate understanding of the organization and basic features of print (a)			*Advancing Foundational Skills for English Language Learners:* Print Concepts 1-4 Alphabet Recognition, Alphabetcal Principle, Directionality, Word and Sentence Features
Phonological Awareness				
ELD.PIII.K.RF.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (a–f)			*Advancing Foundational Skills for English Language Learners:* Phonolical Awareness 1-3: Onset Rimes, Blend and Rhyming Words, Compound Words
ELD.PIII.1.RF.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (a–d)			*Advancing Foundational Skills for English Language Learners:* Phonolical Awareness 1-3: Onset Rimes, Blend and Rhyming Words, Compound Words

Benchmark Advance **Grade 3**

Designated English Language Development Correlation to the California English Language Development Standards

Phonics and Word Recognition		
ELD.PIII.K.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA (a–d)	*Advancing Foundational Skills for English Language Learners:* Phonics 1-42, Word Recognition 1-13 (covers all phonics and word analysis skills both in isolation and in text)
ELD.PIII.1.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA (a–g)	*Advancing Foundational Skills for English Language Learners:* Phonics 1-6 Consonants, Phonics 7-15- Consonsant Blends, Phonics 15-27-Consonant Diagraphs, Phonics 28-30 Short and long vowels
ELD.PIII.2.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA (a–f)	*Advancing Foundational Skills for English Language Learners:* Phonics 31-40 - Vowel Graphemes, Phonics 41-42 R- Controlled Vowels
ELD.PIII.3.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA (a–d)	Prefixes Core TRS: U9: 52-53 (Introduce Prefixes: dis-, un-) 58-59 (Practice Prefixes dis-, un-) 84-85 (Introduce Prefixes pre-, re-) 90-91 (12. Practice Prefixes pre-, re-) Suffixes Core TRS: U5: 84-85 (9. Introduce Inflectional Endings -ed, -ing) 90-91 (12. Practice Inflectional Endings -ed, -ing) U9: 18-19 (8. Introduce Suffixes: -able, -ful, -less) U9: 24-25 (11. Practice Suffixes: -able, -ful, -less) U7: 18-19 (8. Introduce Suffixes -er, -or) 24-25 (11. Practice Suffixes –er, or) U10: 150-151 (9. Introduce Suffixes: -ment, -ness) 156-157 (12. Practice Suffixes -ment, -ness) Core TRS: U2: 182-183 (9. Introduce Compound Words) U2: 188-189 (12. Practice Compound Words) U3: 84-85 (9. Introduce Closed Syllable Pattern) U3: 90-91 (12. Practice Closed Syllable Pattern) U4: 116-117 (8. Introduce Open Syllable Pattern) U4: 124-125 (12. Practice Open Syllable Pattern)
Fluency		
ELD.PIII.K.RF.4	Read emergent-reader texts with purpose and understanding.	*Grade 3 Intervention Fluency*
ELD.PIII.1.RF.4	Read with sufficient accuracy and fluency to support comprehension. (a–c)	*Grade 3 Intervention Fluency*
ELD.PIII.2.RF.4	Read with sufficient accuracy and fluency to support comprehension. (a–c)	*Grade 3 Intervention Fluency*
ELD.PIII.3.RF.4	Read with sufficient accuracy and fluency to support comprehension. (a–c)	U4: 176-177 (6. Develop Fluency: Read with Characterization and Feeling) U7: 46-47 (6. Develop Fluency: Read with Dramatic Expression) Reader's Theater Teacher's Handbook (RTTH): U1: 11 (Lesson 3)

Benchmark Advance **Grade 4**

Designated English Language Development Correlation to the California English Language Development Standards

Part 1: Interacting in Meaningful Ways				
A. Collaborative	**Emerging**	**Expanding**	**Bridging**	**Benchmark Advance Designated English Language Development Teacher Resource System**
ELD.PI.4.1	***Exchanging information/ideas*** Contribute to conversations and express ideas by asking and answering *yes-no* and *wh-* questions and responding using short phrases.	***Exchanging information/ideas*** Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.	***Exchanging information/ideas*** Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.	**Unit 1:** 4–5, 6–7, 8–9, 10–11, 12–13, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32–33 **Unit 2:** 34–35, 36–37, 38–69, 40–41, 42–43, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 58–59, 60–61, 62–63 **Unit 3:** 64–65, 66–67, 68–69, 70–71, 72–73, 74–75, 76–77, 78–79, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93 **Unit 4:** 94–95, 96–97, 98–99, 100–102, 102–103, 104–105, 106–107, 108–109, 110–111, 112–113, 114–115, 116–117, 118–119, 120–121, 122–123 **Unit 5:** 124–125, 126–127, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153 **Unit 6:** 154–155, 156–157, 158–159, 160–161, 162–163, 164–165, 166–167, 168–169, 170–171, 172–173, 174–175, 176–177, 178–179, 180–181, 182–183 **Unit 7:** 184–185, 186–187, 188–189, 190–191, 192–193, 194–195, 196–197, 198–199, 200–201, 202–203, 204–205, 206–207, 208–209, 210–211, 212–213 **Unit 8:** 216–217, 218–219, 220–221, 222–223, 226–227, 228–229, 230–231, 232–233, 234–235 **Unit 9:** 244–245, 246–247, 248–249, 250–251, 252–253, 254–255, 256–257, 258–259, 260–261, 262–263, 264–265, 266–267, 268–269, 270–271, 272–273 **Unit 10:** 274–275, 276–277, 278–279, 280–281, 282–283, 284–285, 286–287, 288–289, 290–291, 292–293, 294–295, 296–297, 298–299, 300–301, 302–303
ELD.PI.4.2	***Interacting via written English*** Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.	***Interacting via written English*** Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	***Interacting via written English*** Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	**Unit 1:** 4–5, 6–7, 8–9, 10–11, 12–13, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32–33 **Unit 2:** 36–37, 38–69, 40–41, 42–43, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 58–59, 60–61, 62–63 **Unit 3:** 64–65, 66–67, 68–69, 72–73, 74–75, 76–77, 78–79, 82–83, 84–85, 86–87 **Unit 4:** 94–95, 96–97, 98–99, 100–102, 102–103, 104–105, 106–107, 108–109, 110–111, 112–113, 114–115, 116–117, 118–119, 120–121, 122–123 **Unit 5:** 126–127, 130–131, 132–133, 134–135, 136–137, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153 **Unit 6:** 154–155, 156–157, 158–159, 160–161, 162–163, 164–165, 166–167, 168–169, 170–171, 172–173, 174–175, 176–177, 178–179, 180–181, 182–183 **Unit 7:** 184–185, 186–187, 188–189, 192–193, 194–195, 196–197, 202–203, 204–205, 206–207, 208–209, 212–213 **Unit 8:** 216–217, 218–219, 220–221, 222–223, 226–227, 228–229, 234–235 **Unit 9:** 244–245, 246–247, 248–249, 250–251, 252–253, 254–255, 256–257, 260–261, 262–263, 264–265, 266–267, 268–269, 270–271, 272–273 **Unit 10:** 274–275, 276–277, 280–281, 282–283, 284–285, 286–287, 290–291, 292–293, 294–295, 296–297, 298–299, 300–301, 302–303

ELD.PI.4.3	***Offering opinions*** Negotiate with or persuade others in conversations using basic learned phrases (e.g., *I think . . .*), as well as open responses, in order to gain and/or hold the floor.	***Offering opinions*** Negotiate with or persuade others in conversations using an expanded set of learned phrases (e.g., *I agree with X, but . . .*), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, etc.	***Offering opinions*** Negotiate with or persuade others in conversations using a variety of learned phrases (e.g., *That's a good idea. However . . .*), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.	**Unit 1:** 8–9, 12–13, 24–25, 32–33 **Unit 2:** 36–37, 38–39, 40–41, 42–43, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 58–59, 60–61, 62–63 **Unit 4**: 94–95, 96–97, 98–99, 112–113 **Unit 6:** 154–155, 156–157, 158–159, 160–161, 162–163, 164–165, 166–167, 168–169, 170–171, 172–173, 174–175, 176–177, 178–179, 180–181, 182–183 **Unit 8:** 235–237 **Unit 9:** 244–245, 246–247, 248–249, 250–251, 252–253, 254–255, 256–257, 258–259, 262–263, 270–271
ELD.PI.4.4	***Adapting language choices*** Adjust language choices according to social setting (e.g., playground, classroom) and audience (e.g., peers, teacher) with substantial support.	***Adapting language choices*** Adjust language choices according to purpose (e.g., persuading, entertaining), task (e.g., telling a story versus explaining a science experiment), and audience with moderate support.	***Adapting language choices*** Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience with light support.	**Unit 1:** 6–97, 8–9, 12–13, 16–17, 18–19, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32–33 **Unit 2:** 42–43, 52–53, 56–57, 60–61, 62–63 **Unit 3:** 84–85, 86–87 **Unit 4:** 94–95, 96–97, 102–103, 104–105, 106–107, 108–109, 114–115, 116–117, 118–119 **Unit 6:** 156–157, 158–159, 160–161, 162–163, 164–165, 166–167, 168–169, 170–171, 172–173, 176–177, 178–179, 180–181, 182–183 **Unit 8:** 216–217, 218–219, 220–221, 222–223, 234–235, 236–237 **Unit 9:** 244–245, 246–247, 248–249, 250–251, 252–253, 254–255, 256–257, 260–261, 262–263, 264–265, 268–269, 272–273
B. Interpretive	**Emerging**	**Expanding**	**Bridging**	**Benchmark Advance Designated English Language Development Teacher Resource System**
ELD.PI.4.5	***Listening actively*** Demonstrate active listening of read alouds and oral presentations by asking and answering basic questions with prompting and substantial support.	***Listening actively*** Demonstrate active listening of read alouds and oral presentations by asking and answering detailed questions with occasional prompting and moderate support.	***Listening actively*** Demonstrate active listening of read alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.	**Unit 1:** 4–5, 6–7, 8–9, 10–11, 12–13, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32–33 **Unit 2:** 34–35, 36–37, 38–69, 40–41, 42–43, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 58–59, 60–61, 62–63 **Unit 3:** 64–65, 66–67, 68–69, 70–71, 72–73, 74–75, 76–77, 78–79, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93 **Unit 4:** 94–95, 98–99, 118–119, 120–121, 122–123 **Unit 5:** 124–125, 126–127, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153 **Unit 6:** 154–155, 158–159, 160–161, 162–163, 164–165, 166–167, 168–169, 170–171, 172–173, 174–175, 176–177, 178–179, 180–181, 182–183 **Unit 7:** 184–185, 186–187, 188–189, 190–191, 192–193, 194–195, 196–197, 198–199, 200–201, 202–203, 204–205, 206–207, 208–209, 210–211, 212–213 **Unit 8:** 216–217, 218–219, 220–221, 222–223, 226–227, 234–235, 240–241 **Unit 9:** 244–245, 246–247, 248–249, 250–251, 252–253, 254–255, 256–257, 258–259, 260–261, 262–263, 264–265, 266–267, 268–269, 270–271, 272–273 **Unit 10:** 274–275, 276–277, 278–279, 280–281, 282–283, 284–285, 286–287, 288–289, 290–291, 292–293, 294–295, 296–297, 298–299, 300–301, 302–303
ELD.PI.4.6a	***Reading/viewing closely*** a) Describe ideas, phenomena (e.g., volcanic eruptions), and text elements (main idea, characters, events, etc.) based on close reading of a select set of grade-level texts with substantial support.	***Reading/viewing closely*** a) Describe ideas, phenomena (e.g., animal migration), and text elements (main idea, central message, etc.) in greater detail based on close reading of a variety of grade-level texts with moderate support.	***Reading/viewing closely*** a) Describe ideas, phenomena (e.g., pollination), and text elements (main idea, character traits, event sequence, etc.) in detail based on close reading of a variety of grade-level texts with light support.	**Unit 1:** 6–7, 8–9, 14–15, 16–17, 20–21, 22–23, 24–25, 32–33 **Unit 2:** 44–45, 46–47, 54–55, 56–57 **Unit 3:** 74–75, 84–85, 86–87 **Unit 4:** 98–99, 104–105, 114–115, 116–117 **Unit 5:** 134–135 **Unit 6:** 164–165, 166–167, 174–175 **Unit 7:** 194–195 **Unit 8:** 216–217, 218–219, 222–223, 232–233, 234–235, 236–237, 242–243 **Unit 9:** 254–255, 258–259, 260–261, 264–265, 266–267 **Unit 10:** 284–285

ELD.PI.4.6b	b) Use knowledge of frequently-used affixes (e.g., *un-* , *mis-*) and linguistic context, reference materials, and visual cues to determine the meaning of unknown words on familiar topics.	b) Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar topics.	b) Use knowledge of morphology (e.g., affixes, roots, and base words) and linguistic context to determine the meaning of unknown and multiple-meaning words on familiar and new topics.	**Unit 1:** 14–15, 16–17, 24-25, 32–33 **Unit 2:** 44–45, 46–47, 54–55, 56–57 **Unit 3:** 74–75, 84–85, 86–87 **Unit 4:** 98–99, 104–105, 114–115, 116–117 **Unit 5:** 134–135 **Unit 6:** 164–165, 166–167, 174–175 **Unit 7:** 194–195 **Unit 8:** 232–233, 236–237, 242–243 **Unit 9:** 254–255, 264–265, 266–267 **Unit 10:** 284–285
ELD.PI.4.7	***Evaluating language choices*** Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence) with prompting and substantial support.	***Evaluating language choices*** Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary or phrasing used to provide evidence is strong enough) with prompting and moderate support.	***Evaluating language choices*** Describe how well writers and speakers use specific language resources to support an opinion or present an idea (e.g., the clarity or appealing nature of language used to present evidence) with prompting and light support.	**Unit 1:** 12–13, 32–33 **Unit 2:** 48–49, 52–53, 54–55, 56–57 **Unit 3:** 76–77 **Unit 5:** 136–137 **Unit 6:** 158–159, 164–165, 174–175 **Unit 7:** 196–197, 204–205, 206–207 **Unit 8:** 226–227 **Unit 9:** 266–267 **Unit 10:** 274–275, 286–287
ELD.PI.4.8	***Analyzing language choices*** Distinguish how different words with similar meaning produce different effects on the audience (e.g., describing a character's actions as whined versus said).	***Analyzing language choices*** Distinguish how different words with similar meanings (e.g., describing a character as *smart* versus an *expert*) and figurative language (e.g., *as big as a whale*) produce shades of meaning and different effects on the audience.	***Analyzing language choices*** Distinguish how different words with related meanings (e.g., *fun* versus *entertaining* versus *thrilling, possibly* versus *certainly*) and figurative language produce shades of meaning and different effects on the audience.	**Unit 1:** 10–11, 16–17, 26–17 **Unit 2:** 38–39, 44–45, 50–51, 60–61, 62–63 **Unit 3:** 66–67, 68–69, 72–73, 74–75, 76–77, 78–79, 84–85, 86–87 **Unit 4:** 94–95, 98–99, 100–101, 102–103, 108–109, 110–111, 112–113, 114–115, 116–117, 118–119, 120–121, 122–123 **Unit 5:** 124–125, 126–127, 128–129, 132–133, 134–135, 136–137, 138–139 **Unit 6:** 154–155, 158–159, 160–161, 162–163, 166–167, 170–171, 176–177, 178–179, 182–183 **Unit 7:** 192–193, 194–195, 196–197, 198–199, 204–205, 208–209, 212–213 **Unit 8:** 236–237, 238–239 **Unit 9:** 244–245, 246–247, 248–249, 250–251, 252–253, 266–267, 268–269, 270–271 **Unit 10:** 274–275, 276–277, 278–279, 282–283, 284–285, 288–289
C. Productive	**Emerging**	**Expanding**	**Bridging**	**Benchmark Advance Designated English Language Development Teacher Resource System**
ELD.PI.4.9	***Presenting*** Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, etc.) with substantial support.	***Presenting*** Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, etc.) with moderate support.	***Presenting*** Plan and deliver oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, etc.) with light support.	**Unit 1:** 8–9 **Unit 2:** 4243, 44–45, 60–61 **Unit 4:** 96–97, 102–103, 116–117 **Unit 6:** 154–155, 156–157, 158–159, 160–161, 162–163, 164–165, 166–167, 168–169, 170–171, 172–173, 174–175, 176–177, 178–179, 180–181, 182–183 **Unit 9:** 244–245, 246–247, 248–249, 250–251, 252–253, 254–255, 256–257, 258–259, 262–263

ELD.PI.4.10a	***Writing*** a) Write short literary and informational texts (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.	***Writing*** a) Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization.	***Writing*** a) Write longer and more detailed literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register.	**Unit 1:** 6–7, 8–9, 10–11, 14–15, 16–17, 20–21, 22–23, 28–29, 30–31 **Unit 2:** 34–35, 36–37, 44–45, 46–47, 48–49, 52–53, 54–55, 60–61 **Unit 3:** 66–67, 68–69, 70–71, 72–73, 74–75, 76–77, 78–79, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93 **Unit 4:** 94–95, 96–97, 102–103, 104–105, 106–107, 108–109, 112–113, 114–115, 122–123 **Unit 5:** 124–125, 126–127, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153 **Unit 6:** 154–155, 156–157, 158–159, 160–161, 162–163, 166–167, 168–169, 170–171, 172–173, 174–175, 176–177, 178–179, 180–181, 182–183 **Unit 7:** 184–185, 186–187, 188–189, 190–191, 192–193, 194–195, 196–197, 198–199, 200–201, 202–203, 204–205, 206–207, 208–209, 210–211, 212–213 **Unit 8:** 216–217, 218–219, 220–221, 234–235, 236–237, 242–243 **Unit 9:** 244–245, 246–247, 248–249, 252–253, 254–255, 256–257, 258–259, 260–261, 262–263, 264–265, 266–267, 268–269, 272–273 **Unit 10:** 274–275, 276–277, 278–279, 280–281, 282–283, 284–285, 286–287, 288–289, 290–291, 292–293, 294–295, 296–297, 298–299, 300–301, 302–303
ELD.PI.4.10b	b) Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b) Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b) Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).	**Unit 1:** 10–11, 14–15, 16–17, 20–21, 22–23, 24–25 **Unit 2:** 34–35, 36–37, 44–45, 46–47, 48–49, 52–53, 54–55, 60–61 **Unit 3:** 66–67, 68–69, 70–71, 72–73, 74–75, 76–77, 78–79, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93 **Unit 4:** 94–95, 96–97, 102–103, 104–105, 106–107, 108–109, 112–113, 114–115, 122–123 **Unit 5:** 124–125, 126–127, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153 **Unit 6:** 154–155, 156–157, 158–159, 160–161, 162–163, 166–167, 168–169, 170–171, 172–173, 174–175, 176–177, 178–179, 180–181, 182–183 **Unit 7:** 184–185, 186–187, 188–189, 190–191, 192–193, 194–195, 196–197, 198–199, 200–201, 202–203, 204–205, 206–207, 208–209, 210–211, 212–213 **Unit 8:** 222–223, 242–243 **Unit 9:** 244–245, 246–247, 248–249, 252–253, 254–255, 256–257, 258–259, 262–263, 264–265, 266–267, 268–269, 272–273 **Unit 10:** 274–275, 276–277, 278–279, 280–281, 282–283, 284–285, 286–287, 288–289, 290–291, 292–293, 294–295, 296–297, 298–299, 300–301, 302–303
ELD.PI.4.11a	***Supporting opinions*** Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content with substantial support.	***Supporting opinions*** Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing facts) or relevant background knowledge about content with moderate support.	***Supporting opinions*** Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence (e.g., quotations or specific events from text) or relevant background knowledge about content with light support.	**Unit 1:** 24–25, 32–33 **Unit 2:** 48–49 **Unit 6:** 158–159, 174–175 **Unit 8:** 236–237 **Unit 9:** 262–263
ELD.PI.4.11b	b) Express ideas and opinions or temper statements using basic modal expressions (e.g., *can, will, maybe*).	b) Express attitude and opinions or temper statements with familiar modal expressions (e.g., *maybe/probably, can/must*).	b) Express attitude and opinions or temper statements with nuanced modal expressions (e.g., *probably/certainly, should/would*) and phrasing (e.g., *In my opinion . . .*).	**Unit 2:** 48–49 **Unit 6:** 158–159, 174–175 **Unit 9:** 262–263

ELD.PI.4.12a	***Selecting language resources*** a) Use a select number of general academic and domain-specific words to create precision while speaking and writing.	***Selecting language resources*** a) Use a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing.	***Selecting language resources*** a) Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.	**Unit 1:** 4–5, 6–7, 8–9, 10–11, 12–13, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 26–27, 32–33 **Unit 2:** 34–35, 36–37, 40–41, 44–45, 50–51 **Unit 3:** 66–67, 68–69, 70–71, 72–73, 74–75, 76–77, 78–79, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93 **Unit 4:** 94–95, 96–97, 100–101,1 02–103, 104–105, 106–107, 108–109, 112–113, 114–115, 116–117, 118–119, 122–123 **Unit 5:** 124–125, 126–127, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153 **Unit 6:** 172–173 **Unit 7:** 184–185, 186–187, 188–189, 190–191, 192–193, 194–195, 196–197, 198–199, 200–201, 202–20,3 204–205, 206–207, 208–209, 210–211, 212–213 **Unit 8:** 216–217, 218–219, 228–229, 234–235 **Unit 9:** 248–249, 252–253, 256–257, 260–261, 262–263, 264–265, 266–267, 268–269, 270–271, 272–273 **Unit 10:** 274–275, 276–277, 278–279, 280–281, 282–283, 284–285, 286–287, 288–289, 290–291, 292–293, 294–295, 296–297, 298–299, 300–301, 302–303
ELD.PI.4.12b	b) Select a few frequently used affixes for accuracy and precision (e.g., She walks, I'm *un* happy.).	b) Select a growing number of frequently used affixes for accuracy and precision (e.g., She walk*ed* . He likes . . . , I'm *un* happy.).	b) Select a variety of appropriate affixes for accuracy and precision (e.g., She's walk*ing* . I'm *un* comfortable. They left reluctant*ly* .).	**Unit 1:** 4–5,10–11, 14–15, 16–17, 32–33 **Unit 2:** 34–35, 36–37, 40–41, 44–45, 50–51 **Unit 3:** 66–67, 68–69, 70–71, 72–73, 74–75, 76–77, 78–79, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93 **Unit 4:** 94–95, 96–97, 100–101,1 02–103, 104–105, 106–107, 108–109, 112–113, 114–115, 116–117, 118–119, 122–123 **Unit 5:** 124–125, 126–127, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153 **Unit 6:** 172–173 **Unit 7:** 184–185, 186–187, 188–189, 190–191, 192–193, 194–195, 196–197, 198–199, 200–201, 202–20,3 204–205, 206–207, 208–209, 210–211, 212–213 **Unit 8:** 220–221, 222–223, 228–229 **Unit 9:** 248–249, 252–253, 256–257, 262–263, 264–265, 266–267, 268–269, 270–271, 272–273 **Unit 10:** 274–275, 276–277, 278–279, 280–281, 282–283, 284–285, 286–287, 288–289, 290–291, 292–293, 294–295, 296–297, 298–299, 300–301, 302–303
Part II: Learning About How English Works				
A. Structuring Cohesive Texts	**Emerging**	**Expanding**	**Bridging**	**Benchmark Advance Designated English Language Development Teacher Resource System**
ELD.PII.4.1	***Understanding text structure*** Apply understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially) to comprehending texts and writing basic texts.	***Understanding text structure*** Apply increasing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how an explanation is organized around ideas) to comprehending texts and writing texts with increasing cohesion.	***Understanding text structure*** Apply understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are structured logically, grouping related ideas) to comprehending texts and writing cohesive texts.	**Unit 1:** 6–7, 8–9, 14–15, 32–33 **Unit 2:** 34–35, 38–39, 46–47 **Unit 3:** 68–69, 72–73 **Unit 4:** 104–105, 106–107, 108–109, 112–113, 116–117, 118–119 **Unit 6:** 154–155, 156–157 **Unit 7:** 198–199, 208–209, 212–213 **Unit 8:** 216–217, 218–219, 230–231, 232–233, 242–243 **Unit 9:** 246–247, 248–249, 258–259, 262–263 **Unit 10:** 264–266, 268–269, 272–273

ELD.PII.4.2a	***Understanding cohesion*** a) Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts.	***Understanding cohesion*** a) Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion.	***Understanding cohesion*** a) Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts.	**Unit 1:** 14–15, 18–19, 22–23, 30–31 **Unit 2:** 40–41, 44–45, 46–47, 48–49, 62–63 **Unit 3:** 66–67, 68–69, 70–71, 72–73, 76–77, 78–79, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93 **Unit 4:** 94–95, 96–97, 102–103, 104–105, 106–107, 116–117 **Unit 5:** 136–137 **Unit 6:** 154–155, 156–157, 162–163, 168–169, 172–173, 178–179, 182–183 **Unit 7:** 190–191, 192–193, 196–197, 198–199, 200–201, 204–205, 206–207, 208–209, 210–211, 212–213 **Unit 8:** 230–231, 240–241 **Unit 9:** 244–245, 246–247, 254–255, 258–259, 264–265, 266–267 **Unit 10:** 274–275
ELD.PII.4.2b	b) Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., *first, yesterday)* to comprehending texts and writing basic texts.	b) Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., *since, next, for example*) to comprehending texts and writing texts with increasing cohesion.	b) Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., *for instance, in addition, at the end*) to comprehending texts and writing cohesive texts.	**Unit 1:** 4–5, 6–7, 14–15, 24-25 **Unit 2:** 40–41, 44–45, 46–47, 48–49, 62–63 **Unit 3:** 66–67, 68–69, 70–71, 72–73, 76–77, 78–79, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93 **Unit 4:** 94–95, 96–97, 102–103, 104–105, 106–107, 116–117 **Unit 5:** 136–137 **Unit 6:** 154–155, 156–157, 162–163, 168–169, 172–173, 178–179, 182–183 **Unit 7:** 190–191, 192–193, 196–197, 198–199, 200–201, 204–205, 206–207, 208–209, 210–211, 212–213 **Unit 8:** 216–217, 218–219, 230–231, 240–241 **Unit 9:** 244–245, 246–247, 254–255, 258–259, 264–265, 266–267 **Unit 10:** 274–275
B. Expanding and Enriching Ideas	**Emerging**	**Expanding**	**Bridging**	**Benchmark Advance Designated English Language Development Teacher Resource System**
ELD.PII.4.3	***Using verbs & verb phrases*** Use various verbs/verb types (e.g., *doing, saying, being/having, thinking/feeling*) and tenses appropriate for the text type and discipline (e.g., simple past for recounting an experience) for familiar topics.	***Using verbs & verb phrases*** Use various verbs/verb types (e.g., *doing, saying, being/having, thinking/feeling*) and tenses appropriate for the task, text type, and discipline (e.g., simple past for retelling, timeless present for science explanation) for an increasing variety of familiar and new topics.	***Using verbs & verb phrases*** Use various verbs/verb types (e.g., *doing, saying, being/having, thinking/feeling*) and tenses appropriate for the task and text type (e.g., timeless present for science explanation, mixture of past and present for historical information report) for a variety of familiar and new topics.	**Unit 1:** 10–11, 16–17, 28–29 **Unit 2:** 44–45, 54–55, 62–63 **Unit 3:** 64–65, 84–85, 86–87 **Unit 4:** 102–103, 110–111 **Unit 6:** 182–183
ELD.PII.4.4	***Using nouns & noun phrases*** Expand noun phrases in simple ways (e.g., adding an adjective) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.	***Using nouns & noun phrases*** Expand noun phrases in a variety of ways (e.g., adding adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.	***Using nouns & noun phrases*** Expand noun phrases in an increasing variety of ways (e.g., adding general academic adjectives and adverbs to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.	**Unit 1:** 26–27 **Unit 2:** 42–43, 46–47 **Unit 4:** 94–95, 104–105, 106–107 **Unit 6:** 154–155, 178–179, 182–183 **Unit 8:** 216–217, 242–243 **Unit 9:** 264–265, 266–267
ELD.PII.4.5	***Modifying to add details*** Expand sentences with familiar adverbials (e.g., basic prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a familiar activity or process (e.g., They walked *to the soccer field* .).	***Modifying to add details*** Expand sentences with a growing variety of adverbials (e.g., adverbs, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a familiar or new activity or process (e.g., They worked *quietly* . They ran *across the soccer field.*).	***Modifying to add details*** Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a variety of familiar and new activities and processes (e.g., They worked *quietly all night in their room* .).	**Unit 1:** 14–15 **Unit 2:** 36–37, 40–41, 58–59 **Unit 3:** 66–67, 72–73, 78–79 **Unit 4:** 98–99, 104–105, 106–107, 122–123 **Unit 6:** 160–161, 162–163, 164–165, 166–167, 178–179 **Unit 7:** 192–193, 208–209, 212–213 **Unit 8:** 222–223, 236–237, 238–239, 242–243 **Unit 9:** 244–245, 248–249, 254–255

C. Connecting and Condensing Ideas				
ELD.PII.4.6	***Connecting ideas*** Combine clauses in a few basic ways to make connections between and join ideas in sentences (e.g., creating compound sentences using coordinate conjunctions, such as *and, but, so*).	***Connecting ideas*** Combine clauses in an increasing variety of ways (e.g., creating complex sentences using familiar subordinate conjunctions) to make connections between and join ideas in sentences, for example to express cause/effect (e.g., *The deer ran because the mountain lion came* .) or to make a concession (e.g., She studied all night *even though* she wasn't feeling well.).	***Connecting ideas*** Combine clauses in a wide variety of ways (e.g., creating complex sentences using a variety of subordinate conjunctions) to make connections between and join ideas, for example to express cause/effect (e.g., *Since the lion was at the waterhole, the deer ran away.*), to make a concession, or to link two ideas that happen at the same time (e.g., *The cubs played while their mother hunted.*).	**Unit 1:** 4–5, 6–7, 20–21, 24–25 **Unit 2:** 48–49 **Unit 3:** 76–77, 82–83 **Unit 5:** 132–133, 136–137, 144–145, 146–147, 148–149, 152–153 **Unit 7:** 184–185, 186–187, 188–189, 202–203 **Unit 8:** 228–229 **Unit 9:** 254–255, 260–261 **Unit 10:** 282–283, 294–295, 296–297, 298–299
ELD.PII.4.7	***Condensing ideas*** Condense clauses in simple ways (e.g., through simple embedded clauses as in, The woman is a doctor. She helps children. --> The woman is a doctor *who helps children* .) to create precise and detailed sentences.	***Condensing ideas*** Condense clauses in an increasing variety of ways (e.g., through a growing number of embedded clauses and other condensing as in, The dog ate quickly. The dog choked. --> The dog ate so quickly *that it choked.*) to create precise and detailed sentences.	***Condensing ideas*** Condense clauses in a variety of ways (e.g., through various types of embedded clauses and other ways of condensing as in, There was a Gold Rush. It began in the 1850s. It brought a lot of people to California. --> The Gold Rush *that began in the 1850s* brought a lot of people to California.) to create precise and detailed sentences.	**Unit 1:** 22–23 **Unit 2:** 48–49, 56–57 **Unit 4:** 116–117 **Unit 6:** 172–173, 174–175 **Unit 9:** 256–257
Part III: Using Foundational Literacy Skills				
Print Concepts				**Benchmark Advance Designated English Language Development Teacher Resource System**
ELD.PIII.K.RF.1	Demonstrate understanding of the organization and basic features of print (a–d)			*Advancing Foundational Skills for English Language Learners:* Print Concepts 1-4 Alphabet Recognition, Alphabetcal Principle, Directionality, Word and Sentence Features
ELD.PIII.1.RF.1	Demonstrate understanding of the organization and basic features of print (a)			*Advancing Foundational Skills for English Language Learners:* Print Concepts 1-4 Alphabet Recognition, Alphabetcal Principle, Directionality, Word and Sentence Features
Phonological Awareness				
ELD.PIII.K.RF.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (a–f)			*Advancing Foundational Skills for English Language Learners:* Phonolical Awareness 1-3: Onset Rimes, Blend and Rhyming Words, Compound Words
ELD.PIII.1.RF.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (a–d)			*Advancing Foundational Skills for English Language Learners:* Phonolical Awareness 1-3: Onset Rimes, Blend and Rhyming Words, Compound Words
Phonics and Word Recognition				
ELD.PIII.K.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA (a–d)			*Advancing Foundational Skills for English Language Learners:* Phonics 1-42, Word Recognition 1-13 (covers all phonics and word analysis skills both in isolation and in text)
ELD.PIII.1.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA (a–g)			*Advancing Foundational Skills for English Language Learners:* Phonics 1-6 Consonants, Phonics 7-15- Consonsant Blends, Phonics 15-27-Consonant Diagraphs, Phonics 28-30 Short and long vowels
ELD.PIII.2.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA (a–f)			*Advancing Foundational Skills for English Language Learners:* Phonics 31-40 - Vowel Graphemes, Phonics 41-42 R- Controlled Vowels

ELD.PIII.3.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA (a–d)	*Advancing Foundational Skills for English Language Learners:* Phonics 31-40 - Vowel Graphemes, Phonics 41-42 R- Controlled Vowels
ELD.PIII.4.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words. CA (a)	TRS: U1: 18-19 (8. Introduce Long a: VCe, ai, ay, ei, ea; and Short a) 24-25 (11. Practice Long a: VCe, ai, ay, ei, ea; and Short a) U2: 150–151 (9. Introduce Long u (VCe, ue, ew, u) and Short u) 156-157 (12. Practice Long u (Vce, ue, ew, u) and Short u) U3: 18-19 (8. Introduce Open Syllable Patterns) 24-25 (11. Practice Open Syllable Patterns) U10: 182-183 (Introduce Latin and Greek Roots: ven (come) migr (move); graph (write) mit (send) aud (hear) 188-189 (Practice Latin and Greek Roots: ven (come) migr (move); graph (write) mit (send) aud (hear) Intervention Phonics and Word Recognition 14 (9. Recognize Long u vowel teams syllable patters (u, ew, ue) 44 (21. Decode Words with Common Suffixes)
Fluency		
ELD.PIII.K.RF.4	Read emergent-reader texts with purpose and understanding.	*Grades 4-6 Intervention Fluency*
ELD.PIII.1.RF.4	Read with sufficient accuracy and fluency to support comprehension. (a–c)	*Grades 4-6 Intervention Fluency*
ELD.PIII.2.RF.4	Read with sufficient accuracy and fluency to support comprehension. (a–c)	*Grades 4-6 Intervention Fluency*
ELD.PIII.3.RF.4	Read with sufficient accuracy and fluency to support comprehension. (a–c)	*Grades 4-6 Intervention Fluency*
ELD.PIII.4.RF.4	Read with sufficient accuracy and fluency to support comprehension. (a–c)	TRS: U8: 44-45 (Identify Key Details and Determine Main Ideas) U4: 170-171 (Identify Key Details and Summarize) U6: 114-115 (Identify and Summarize Key Story Events) Reader's Theater Teacher's Handbook (RTTH) 11, 17, 23 TRS: U3: 22-23 (“The Shimerdas”: Read with Accuracy, Appropriate Rate and Expression) 78-79 (“In Summer”: Read With Accuracy, Appropriate Rate, and Expression) RTTH 10, 16, 22 TRS: U4: 150 (Productive Engagement: Partner) 176-177 (Define Technical Vocabulary Using Descriptions in Context) U8: 10-11 (Use Context Clues to Determine Domain Specific Vocabulary) 50-51 (Determine and Clarify the Meaning of Multiple Meaning Words) 62 (Productive Engagement: Read and Annotate) RTTH 70 (Model Fluency) 111 (Discuss the Script) 117 (Discuss the Script)

Benchmark Advance **Grade 5**

Designated English Language Development Correlation to the California English Language Development Standards

Part 1: Interacting in Meaningful Ways				
A. Collaborative	**Emerging**	**Expanding**	**Bridging**	**Benchmark Advance Designated English Language Development Teacher Resource System**
ELD.PI.5.1	***Exchanging information/ideas*** Contribute to conversations and express ideas by asking and answering *yes-no* and *wh-* questions and responding using short phrases.	***Exchanging information/ideas*** Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.	***Exchanging information/ideas*** Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.	**Unit 1:** 4–5, 6–7, 8–9, 10–11, 12–13, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32–33 **Unit 2:** 34–35, 36–37, 38–39, 40–41, 42–43, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 58–59, 60–61, 62–63 **Unit 3:** 64–65, 66–67, 68–69, 70–71, 72–73, 74–75, 76–77, 78–79, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93 **Unit 4:** 94–95, 96–97, 98–99, 100–101, 102–103, 104–105, 106–107, 108–109, 110–111, 112–113, 114–115, 116–117, 118–119, 120–121, 122–123 **Unit 5:** 124–125, 126–127, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153 **Unit 6:** 154–155, 156–157, 158–159, 160–161, 162–163, 164–165, 166–167, 168–169, 170–171, 172–173, 174–175, 176–177, 178–179, 180–181, 182–183 **Unit 7:** 184–185, 186–187, 188–189, 190–191, 192–193, 194–195, 196–197, 198–199, 200–201, 202–203, 204–205, 206–207, 208–209, 210–211, 212–213 **Unit 8:** 214–215, 216–217, 218–219, 220–221, 222–223, 224–225, 226–227, 228–229, 230–231, 232–233, 234–235, 236–237, 238–239, 240–241, 242–243 **Unit 9:** 244–245, 246–247, 248–249, 250–251, 252–253, 254–255, 256–257, 258–259, 260–261, 262–263, 264–265, 266–267, 268–269, 270–271, 272–273 **Unit 10:** 274–275, 276–277, 278–279, 280–281, 282–283, 284–285, 286–287, 288–289, 290–291, 292–293, 294–295, 296–297, 298–299, 300–301, 302–303

ELD.PI.5.2	***Interacting via written English*** Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.	***Interacting via written English*** Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	***Interacting via written English*** Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	**Unit 1:** 4–5, 6–7, 8–9, 10–11, 12–13, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32–33 **Unit 2:** 34–35, 36–37, 38–39, 40–41, 42–43, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 58–59, 60–61, 62–63 **Unit 3:** 64–65, 66–67, 68–69, 70–71, 72–73, 74–75, 76–77, 78–79, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93 **Unit 4:** 94–95, 96–97, 98–99, 100–101, 102–103, 104–105, 106–107, 108–109, 110–111, 112–113, 114–115, 116–117, 118–119, 120–121, 122–123 **Unit 5:** 124–125, 126–127, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153 **Unit 6:** 154–155, 156–157, 158–159, 160–161, 162–163, 164–165, 166–167, 168–169, 170–171, 172–173, 174–175, 176–177, 178–179, 180–181, 182–183 **Unit 7:** 184–185, 186–187, 188–189, 190–191, 192–193, 196–197, 200–201, 202–203, 204–205, 206–207, 208–209, 210–211, 212–213 **Unit 8:** 214–215, 216–217, 218–219, 220–221, 222–223, 224–225, 226–227, 228–229, 230–231, 232–233, 234–235, 236–237, 238–239, 240–241, 242–243 **Unit 9:** 244–245, 246–247, 248–249, 250–251, 252–253, 254–255, 256–257, 258–259, 260–261, 262–263, 264–265, 266–267, 268–269, 270–271, 272–273 **Unit 10:** 274–275, 276–277, 278–279, 280–281, 282–283, 284–285, 286–287, 288–289, 290–291, 292–293, 294–295, 296–297, 298–299, 300–301, 302–303
ELD.PI.5.3	***Offering opinions*** Negotiate with or persuade others in conversations using basic learned phrases (e.g., *I think . . .*), as well as open responses, in order to gain and/or hold the floor.	***Offering opinions*** Negotiate with or persuade others in conversations using an expanded set of learned phrases (e.g., *I agree with X, but . . .*), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, etc.	***Offering opinions*** Negotiate with or persuade others in conversations using a variety of learned phrases (e.g., *That's an interesting idea. However . . .*), as well as open responses, in order to gain and/or hold the floor, provide counter- arguments, elaborate on an idea, etc.	**Unit 1:** 14–15, 16–17, 18–19, 22–23, 24–25, 26–27 **Unit 2:** 36–37, 44–45, 46–47, 58–59, 62–63 **Unit 3:** 70–71, 78–79, 84–85, 86–87 **Unit 4:** 116–117, 118–119, 120–121, 122–123 **Unit 5:** 144–145, 146–147 **Unit 6:** 176–177, 182–183 **Unit 7:** 194–195, 198–199, 212–213 **Unit 8:** 214–215, 218–219, 222–223 **Unit 9:** 254–255, 256–257, 260–261, 262–263, 264–265, 266–267, 272–273 **Unit 10:** 290–291, 292–293, 296–297, 298–299, 300–301, 302–303
ELD.PI.5.4	***Adapting language choices*** Adjust language choices according to social setting (e.g., playground, classroom) and audience (e.g., peers, teacher) with substantial support.	***Adapting language choices*** Adjust language choices according to purpose (e.g., persuading, entertaining), task (e.g., telling a story versus explaining a science experiment), and audience with moderate support.	***Adapting language choices*** Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience with light support.	**Unit 1:** 22–23, 28–29 **Unit 2:** 34–35, 36–37, 38–39, 42–43, 54–55, 56–57 **Unit 3:** 64–65, 70–71 **Unit 4:** 100–101, 116–117, 118–119 **Unit 6:** 158–159, 168–169 **Unit 7:** 196–197, 200–201 **Unit 8:** 214–215, 222–223 **Unit 9:** 256–257, 258–259, 268–269 **Unit 10:** 282–283, 294–295

Benchmark Advance **Grade 5**

Designated English Language Development Correlation to the California English Language Development Standards

B. Interpretive	Emerging	Expanding	Bridging	Benchmark Advance Designated English Language Development Teacher Resource System
ELD.PI.5.5	***Listening actively*** Demonstrate active listening of read-alouds and oral presentations by asking and answering basic questions with prompting and substantial support.	***Listening actively*** Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions with occasional prompting and moderate support.	***Listening actively*** Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.	**Unit 1:** 4–5, 6–7, 8–9, 10–11, 12–13, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32–33 **Unit 2:** 34–35, 36–37, 38–39, 40–41, 42–43, 44–45, 46–47, 48–49, 50–51, 54–55, 56–57, 58–59, 60–61, 62–63 **Unit 3:** 64–65, 66–67, 68–69, 70–71, 72–73, 74–75, 76–77, 78–79, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93 **Unit 4:** 94–95, 96–97, 98–99, 100–101, 102–103, 104–105, 106–107, 108–109, 110–111, 112–113, 114–115, 116–117, 118–119, 120–121, 122–123 **Unit 5:** 124–125, 126–127, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153 **Unit 6:** 154–155, 156–157, 158–159, 160–161, 162–163, 164–165, 166–167, 168–169, 170–171, 172–173, 174–175, 176–177, 178–179, 180–181, 182–183 **Unit 7:** 184–185, 186–187, 188–189, 190–191, 192–193, 194–195, 198–199, 200–201, 202–203, 204–205, 206–207, 208–209, 210–211, 212–213 **Unit 8:** 214–215, 216–217, 218–219, 220–221, 222–223, 224–225, 226–227, 228–229, 230–231, 232–233, 234–235, 236–237, 238–239, 240–241, 242–243 **Unit 9:** 244–245, 246–247, 248–249, 250–251, 252–253, 254–255, 256–257, 258–259, 260–261, 262–263, 264–265, 266–267, 268–269, 270–271, 272–273 **Unit 10:** 274–275, 276–277, 278–279, 280–281, 282–283, 284–285, 286–287, 288–289, 290–291, 292–293, 294–295, 296–297, 298–299, 300–301, 302–303
ELD.PI.5.6a	***Reading/viewing closely*** a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with substantial support.	***Reading/viewing closely*** a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with moderate support.	***Reading/viewing closely*** a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with light support.	**Unit 1:** 8–9, 14–15, 16–17, 24–25, 26–27, 28–29, 32–33 **Unit 2:** 44–45, 46–47, 54–55, 56–57 **Unit 3:** 64–65, 68–69, 72–73, 74–75, 76–77, 84–85, 86–87 **Unit 4:** 104–105, 106–107, 114–115, 116–117, 122–123 **Unit 5:** 136–137, 144–145, 146–147, 148–149, 152–153 **Unit 6:** 164–165, 166–167, 174–175, 176–177 **Unit 7:** 196–197, 206–207 **Unit 8:** 214–215, 216–217, 218–219, 222–223, 224–225, 226–227, 230–231, 232–233, 234–235, 236–237, 238–239 **Unit 9:** 250–251, 254–255, 256–257, 258–259, 260–261, 264–265, 266–267, 268–269 **Unit 10:** 280–281, 284–285, 286–287, 294–295, 296–297
ELD.PI.5.6b	b) Use knowledge of frequently-used affixes (e.g., *un-* , *mis-*), linguistic context, reference materials, and visual cues to determine the meaning of unknown words on familiar topics.	b) Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar and new topics.	b) Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar and new topics.	**Unit 1:** 20–21 **Unit 2:** 40–41, 56–57 **Unit 3:** 70–71 **Unit 4:** 100–101, 120–121, 130–131 **Unit 5:** 136–137, 140–141, 148–149, 152–153 **Unit 6:** 160–161, 164–165, 166–167, 170–171 **Unit 7:** 196–197, 204–205 **Unit 8:** 220–221, 230–231, 240–241 **Unit 9:** 250–251 **Unit 10:** 280–281, 284–285, 286–287, 294–295, 296–297

ELD.PI.5.7	***Evaluating language choices*** Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence) with prompting and substantial support.	***Evaluating language choices*** Explain how well writers and speakers use language resources to support an opinion or present an idea (e.g., whether the vocabulary used to provide evidence is strong enough, or if the phrasing used to signal a shift in meaning does this well) with moderate support.	***Evaluating language choices*** Explain how well writers and speakers use specific language resources to support an opinion or present an idea (e.g., the clarity or appealing nature of language used to provide evidence or describe characters, or if the phrasing used to introduce a topic is appropriate) with light support.	**Unit 1:** 8–9, 16–17, 22–23, 24–25, 26–27 **Unit 3:** 84–85, 86–87 **Unit 4:** 98–99, 114–115 **Unit 5:** 134–135 **Unit 6:** 176–177 **Unit 8:** 242–243 **Unit 9:** 248–249, 264–265, 272–273 **Unit 10:** 302–303
ELD.PI.5.8	Analyzing language choices Distinguish how different words with similar meanings produce different effects on the audience (e.g., describing a character as *angry* versus *furious*).	***Analyzing language choices*** Distinguish how different words with similar meanings (e.g., describing an event as *sad* versus *tragic)* and figurative language (e.g., *she ran like a cheetah*) produce shades of meaning and different effects on the audience	***Analyzing language choices*** Distinguish how different words with related meanings (e.g., *fun* versus *thrilling* , *possibly* versus *certainly*) and figurative language (e.g., *the stream slithered through the parched land*) produce shades of meaning and different effects on the audience.	**Unit 1:** 6–7, 10–11, 12–13, 16–17, 18–19, 20–21, 22–23, 24–25, 28–29, 30–31 **Unit 2:** 42–43 **Unit 3:** 64–65, 66–67, 70–71, 72–73, 74–75, 84–85, 90–91 **Unit 4:** 104–105, 106–107, 116–117 **Unit 5:** 124–125, 130–131, 140–141, 150–151 **Unit 6:** 162–163, 164–165, 166–167, 168–169, 176–177, 178–179 **Unit 7:** 184–185, 188–189, 190–191, 196–197, 198–199, 200–201, 206–207, 210–211 **Unit 8:** 214–215, 216–217, 222–223 **Unit 9:** 246–247, 250–251, 252–253, 256–257, 260–261, 264–265, 266–267, 270–271, 272–273 **Unit 10:** 280–281, 284–285, 286–287, 290–291, 292–293, 296–297, 298–299, 300–301, 302–303
C. Productive	**Emerging**	**Expanding**	**Bridging**	**Benchmark Advance Designated English Language Development Teacher Resource System**
ELD.PI.5.9	***Presenting*** Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., providing a report on a current event, reciting a poem, recounting an experience, explaining a science process) with moderate support, such as graphic organizers.	***Presenting*** Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., providing an opinion speech on a current event, reciting a poem, recounting an experience, explaining a science process) with moderate support.	***Presenting*** Plan and deliver oral presentations on a variety of topics in a variety of content areas (e.g., providing an opinion speech on a current event, reciting a poem, recounting an experience, explaining a science process) with light support.	**Unit 2:** 34–35 **Unit 3:** 74–75 **Unit 4:** 106–107, 128–129 **Unit 6:** 166–167, 170–171 **Unit 7:** 186–187 **Unit 10:** 294–295
ELD.PI.5.10a	***Writing*** a) Write short literary and informational texts (e.g., a description of a camel) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.	***Writing*** a) Write longer literary and informational texts (e.g., an informative report on different kinds of camels) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization.	***Writing*** a) Write longer and more detailed literary and informational texts (e.g., an explanation of how camels survive without water for a long time) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register.	**Unit 1:** 4–5, 22–23 **Unit 2:** 38–39, 44–45, 46–47, 48–49, 52–53, 54–55, 56–57, 62–63 **Unit 3:** 68–69, 70–71, 72–73, 76–77 **Unit 4:** 96–97, 106–107, 108–109, 118–119, 122–123 **Unit 5:** 142–143, 144–145, 148–149 **Unit 6:** 154–155, 164–165, 166–167, 168–169 **Unit 7:** 194–195, 212–213 **Unit 8:** 214–215, 216–217, 222–223, 232–233, 242–243 **Unit 9:** 244–245, 254–255, 256–257, 258–259, 262–263, 272–273 **Unit 10:** 274–275, 276–277, 278–279, 284–285, 286–287, 288–289, 294–295, 296–297, 298–299
ELD.PI.5.10b	b) Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b) Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b) Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).	**Unit 1:** 24–25, 32–33 **Unit 2:** 48–49, 52–53 **Unit 3:** 68–69, 82–83 **Unit 4:** 98–99, 114–115, 116–117 **Unit 5:** 146–147, 148–149 **Unit 6:** 158–159, 164–165, 166–167, 168–169, 172–173 **Unit 7:** 194–195 **Unit 8:** 218–219, 222–223, 242–243 **Unit 9:** 264–265, 266–267 **Unit 10:** 278–279, 284–285, 286–287, 288–289, 296–297, 298–299

ELD.PI.5.11a	***Supporting opinions*** a) Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content with substantial support.	***Supporting opinions*** a) Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing facts from a text) or relevant background knowledge about content.	***Supporting opinions*** a) Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence (e.g., quoting the text directly or specific events from text) or relevant background knowledge about content.	**Unit 1:** 14–15, 16–17 **Unit 2:** 36–37, 58–59, 62–63 **Unit 3:** 78–79, 84–85, 86–87 **Unit 4:** 116–117, 122–123 **Unit 6:** 164–165, 176–177, 182–183 **Unit 7:** 212–213 **Unit 8:** 218–219, 242–243 **Unit 9:** 256–257, 262–263 **Unit 10:** 302–303
ELD.PI.5.11b	b) Express ideas and opinions or temper statements using basic modal expressions (e.g., *can, has to, maybe*).	b) Express attitude and opinions or temper statements with familiar modal expressions (e.g., *maybe/probably, can/must*).	Express attitude and opinions or temper statements with nuanced modal expressions (e.g., *probably/certainly* , *should/would*) and phrasing (e.g., *In my opinion . . .*).	**Unit 1:** 8–9 **Unit 2:** 58–59 **Unit 4:** 118–119 **Unit 6:** 164–165 **Unit 7:** 212–213 **Unit 9:** 248–249 **Unit 10:** 302–303
ELD.PI.5.12a	***Selecting language resources*** a) Use a select number of general academic and domain-specific words to create precision while speaking and writing.	***Selecting language resources*** a) Use a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing.	***Selecting language resources*** a) Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.	**Unit 1:** 10–11 **Unit 2:** 40–41, 62–63 **Unit 3:** 72–73, 80–81, 90–91 **Unit 4:** 102–103, 104–105, 110–111, 116–117 **Unit 5:** 124–125, 128–129, 132–133, 138–139, 142–143, 148–149, 150–151 **Unit 6:** 156–157, 158–159, 162–163, 168–169, 170–171, 172–173, 178–179, 180–181 **Unit 7:** 184–185, 188–189, 192–193, 200–201, 202–203, 208–209, 210–211 **Unit 8:** 224–225, 226–227, 228–229, 230–231, 232–233, 234–235, 236–237, 238–239, 240–241, 242–243 **Unit 9:** 250–251, 260–261, 268–269, 272–273 **Unit 10:** 274–275, 276–277, 278–279, 280–281, 284–285, 286–287, 288–289, 290–291, 292–293, 300–301, 302–303
ELD.PI.5.12b	b) Select a few frequently used affixes for accuracy and precision (e.g., She walks, I'm *un* happy.).	b) Select a growing number of frequently used affixes for accuracy and precision (e.g., She walk*ed* . He likes . . ., I'm *un* happy.).	b) Select a variety of appropriate affixes for accuracy and precision (e.g., She's walk*ing* . I'm *un* comfortable. They left reluctant*ly* .).	**Unit 2:** 44–45 **Unit 3:** 88–89, 92–93 **Unit 4:** 102–103 **Unit 5:** 128–129, 132–133, 138–139, 142–143, 148–149, 150–151 **Unit 6:** 156–157, 158–159, 160–161, 162–163, 168–169, 170–171, 172–173, 178–179, 180–181 **Unit 7:** 188–189, 192–193, 200–201, 202–203, 208–209 **Unit 8:** 218–219, 220–221, 224–225, 226–227, 228–229, 230–231, 232–233, 234–235, 236–237, 242–243 **Unit 9:** 268–269 **Unit 10:** 274–275, 276–277, 278–279, 284–285, 286–287, 288–289, 290–291, 292–293, 300–301, 302–303
Part II: Learning About How English Works				
A. Structuring Cohesive Texts	**Emerging**	**Expanding**	**Bridging**	**Benchmark Advance Designated English Language Development Teacher Resource System**
ELD.PII.5.1	***Understanding text structure*** Apply basic understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are organized around ideas) to comprehending texts and writing basic texts.	***Understanding text structure*** Apply growing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are structured logically around reasons and evidence) to comprehending texts and writing texts with increasing cohesion.	***Understanding text structure*** Apply increasing understanding of how different text types are organized to express ideas (e.g., how a historical account is organized chronologically versus how opinions/arguments are structured logically around reasons and evidence) to comprehending texts and writing cohesive texts.	**Unit 1:** 6–7, 8–9, 16–17, 18–19, 22–23, 24–25, 26–27 **Unit 2:** 62–63 **Unit 3:** 66–67, 76–77, 86–87 **Unit 4:** 122–123 **Unit 5:** 124–125, 148–149 **Unit 6:** 158–159 **Unit 7:** 184–185, 186–187, 196–197 **Unit 8:** 214–215, 222–223 **Unit 9:** 246–247, 248–249, 256–257, 262–263, 264–265, 266–267, 272–273 **Unit 10:** 284–285, 302–303

ELD.PII.5.2a	***Understanding cohesion*** a) Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts.	***Understanding cohesion*** a) Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion.	***Understanding cohesion*** a) Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts.	**Unit 1:** 6–7, 12–13, 14–15, 18–19 **Unit 2:** 38–39, 62–63 **Unit 3:** 72–73 **Unit 4:** 104–105, 114–115 **Unit 5:** 136–137 **Unit 6:** 162–163, 164–165 **Unit 7:** 198–199 **Unit 8:** 224–225 **Unit 9:** 258–259, 272–273 **Unit 10:** 302–303
ELD.PII.5.2b	b) Apply basic understanding of how ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases (e.g., *first/next, at the beginning*) to comprehending texts and writing basic texts.	b) Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., *for example, in the first place, as a result*) to comprehending texts and writing texts with increasing cohesion.	b) Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., *consequently, specifically, however*) to comprehending texts and writing cohesive texts.	**Unit 1:** 6–7, 22–23, 24–25, 28–29 **Unit 2:** 62–63 **Unit 3:** 66–67, 76–77 **Unit 4:** 102–103, 122–123 **Unit 5:** 136–137, 146–147 **Unit 6:** 166–167 **Unit 7:** 190–191, 196–197, 198–199 **Unit 8:** 226–227, 238–239 **Unit 9:** 246–247, 248–249, 254–255, 256–257, 258–259, 264–265, 268–269, 272–273 **Unit 10:** 302–303
B. Expanding and Enriching Ideas	**Emerging**	**Expanding**	**Bridging**	**Benchmark Advance Designated English Language Development Teacher Resource System**
ELD.PII.5.3	***Using verbs and verb phrases*** Use frequently used verbs (e.g., take, like, eat) and various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate for the text type and discipline (e.g., simple past for recounting an experience) on familiar topics.	***Using verbs and verb phrases*** Use various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate for the task, text type, and discipline (e.g., simple past for recounting an experience, timeless present for a science description) on an increasing variety of topics.	***Using verbs and verb phrases*** Use various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate for the task and text type (e.g., timeless present for science description, mixture of past and present for narrative or history explanation) on a variety of topics	**Unit 1:** 4–5, 8–9, 16–17, 18–19, 30–31, 32–33 **Unit 2:** 36–37, 44–45, 56–57, 58–59 **Unit 3:** 64–65, 68–69, 84–85, 88–89 **Unit 4:** 94–95, 106–107, 112–113, 116–117, 118–119 **Unit 5:** 126–127, 128–129, 138–139 **Unit 6:** 154–155 **Unit 7:** 192–193, 204–205 **Unit 8:** 218–219 **Unit 9:** 244–245, 266–267, 270–271, 272–273 **Unit 10:** 282–283, 288–289, 302–303
ELD.PII.5.4	***Using nouns and noun phrases*** Expand noun phrases in simple ways (e.g., adding an adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.	***Using nouns and noun phrases*** Expand noun phrases in a variety of ways (e.g., adding comparative/ superlative adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.	***Using nouns and noun phrases*** Expand noun phrases in an increasing variety of ways (e.g., adding comparative/superlative and general academic adjectives to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.	**Unit 1:** 14–15 **Unit 2:** 42–43 **Unit 6:** 156–157 **Unit 7:** 194–195, 198–199 **Unit 8:** 216–217, 220–221, 236–237 **Unit 9:** 252–253, 272–273 **Unit 10:** 286–287, 294–295, 298–299, 302–303

ELD.PII.5.5	***Modifying to add details*** Expand and enrich sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a familiar activity or process.	***Modifying to add details*** Expand and enrich sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a familiar or new activity or process.	***Modifying to add details*** Expand and enrich sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a variety of familiar and new activities and processes.	**Unit 1:** 20–21 **Unit 2:** 34–35, 48–49, 52–53 **Unit 3:** 68–69, 70–71, 72–73, 74–75, 92–93 **Unit 6:** 98–99, 132–133, 156–157, 160–161, 162–163, 168–169, 174–175, 178–179 **Unit 7:** 194–195, 208–209 **Unit 8:** 228–229 **Unit 9:** 272–273 **Unit 10:** 274–275, 286–287, 298–299, 302–303
C. Connecting and Condensing Ideas				
ELD.PII.5.6	***Connecting ideas*** Combine clauses in a few basic ways to make connections between and join ideas (e.g., You must X *because* X.) or to provide evidence to support ideas or opinions (e.g., creating compound sentences using *and, but, so*).	***Connecting ideas*** Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., *The deer ran because the mountain lion came* .), to make a concession (e.g., *She studied all night even though she wasn't feeling well* .), or to provide reasons to support ideas (e.g., *X is an extremely good book because X* .).	***Connecting ideas*** Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., *The deer ran because the mountain lion approached them.*), to make a concession (e.g., *She studied all night even though she wasn't feeling well* .), to link two ideas that happen at the same time (e.g., *The cubs played while their mother hunted* .), or to provide reasons to support ideas (e.g., *The author persuades the reader by X* .).	**Unit 1:** 4–5, 24–25, 28–29 **Unit 2:** 62–63 **Unit 3:** 66–67, 78–79 **Unit 4:** 96–97, 108–109, 122–123 **Unit 5:** 144–145, 146–147 **Unit 6:** 172–173, 178–179 **Unit 7:** 202–203, 212–213 **Unit 9:** 244–245, 246–247, 254–255, 256–257, 258–259, 264–265, 268–269, 272–273 **Unit 10:** 276–277, 278–279, 302–303

ELD.PII.5.7	***Condensing ideas*** Condense clauses in simple ways (e.g., through simple embedded clauses as in, *The book is on the desk. The book is mine. --> The book that is on the desk is mine* .) to create precise and detailed sentences	***Condensing ideas*** Condense clauses in an increasing variety of ways (e.g., through a growing number of types of embedded clauses and other condensing as in, *The book is mine. The book is about science. The book is on the desk. --> The science book that's on the desk is mine.*) to create precise and detailed sentences.	***Condensing ideas*** Condense clauses in a variety of ways (e.g., through various types of embedded clauses and some nominalizations as in, *They were a very strong army. They had a lot of enemies. They crushed their enemies because they were strong. --> Their strength helped them crush their numerous enemies* .) to create precise and detailed sentences.	**Unit 1:** 24–25, 26–27, 28–29 **Unit 2:** 46–47 **Unit 5:** 134–135 **Unit 6:** 176–177, 178–179 **Unit 7:** 206–207, 212–213 **Unit 8:** 234–235 **Unit 9:** 258–259, 264–265, 268–269, 272–273 **Unit 10:** 276–277, 278–279, 302–303
Part III: Using Foundational Literacy Skills				
Print Concepts				**Advancing Foundational Skills For English Learners (Online Component)**
ELD.PIII.K.RF.1	Demonstrate understanding of the organization and basic features of print (a–d)			*Advancing Foundational Skills for English Language Learners:* Print Concepts 1-4 Alphabet Recognition, Alphabetcal Principle, Directionality, Word and Sentence Features
ELD.PIII.1.RF.1	Demonstrate understanding of the organization and basic features of print (a)			*Advancing Foundational Skills for English Language Learners:* Print Concepts 1-4 Alphabet Recognition, Alphabetcal Principle, Directionality, Word and Sentence Features
Phonological Awareness				
ELD.PIII.K.RF.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (a–f)			*Advancing Foundational Skills for English Language Learners:* Phonolical Awareness 1-3: Onset Rimes, Blend and Rhyming Words, Compound Words
ELD.PIII.1.RF.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (a–d)			*Advancing Foundational Skills for English Language Learners:* Phonolical Awareness 1-3: Onset Rimes, Blend and Rhyming Words, Compound Words
Phonics and Word Recognition				
ELD.PIII.K.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA (a–d)			*Advancing Foundational Skills for English Language Learners:* Phonics 1-42, Word Recognition 1-13 (covers all phonics and word analysis skills both in isolation and in text)
ELD.PIII.1.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA (a–g)			*Advancing Foundational Skills for English Language Learners:* Phonics 1-6 Consonants, Phonics 7-15- Consonsant Blends, Phonics 15-27-Consonant Diagraphs, Phonics 28-30 Short and long vowels
ELD.PIII.2.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA (a–f)			*Advancing Foundational Skills for English Language Learners:* Phonics 31-40 - Vowel Graphemes, Phonics 41-42 R- Controlled Vowels
ELD.PIII.3.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA (a–d)			*Advancing Foundational Skills for English Language Learners:* Phonics 31-40 - Vowel Graphemes, Phonics 41-42 R- Controlled Vowels
ELD.PIII.4.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words. CA (a)			*Advancing Foundational Skills for English Language Learners:* Phonics 31-40 - Vowel Graphemes, Phonics 41-42 R- Controlled Vowels

ELD.PIII.5.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words. CA (a)	Phonics and word analysis is included in weekly word study lessons. ELA TRS: U1: 24–25 (Practice Short Vowels) U4: 116–117 (Vowel-C-e Syllable Pattern) U9: 90–91 (Prefixes that Describe Where: pro (in front of); em-, en- (in); per- (through); im- (into)) U8: 150-151 (9: Latin Roots: aud (hear), vis (see), form (shape), cede (go or yield))
Fluency		
ELD.PIII.K.RF.4	Read emergent-reader texts with purpose and understanding.	*Grades 4-6 Intervention Fluency*
ELD.PIII.1.RF.4	Read with sufficient accuracy and fluency to support comprehension. (a–c)	*Grades 4-6 Intervention Fluency*
ELD.PIII.2.RF.4	Read with sufficient accuracy and fluency to support comprehension. (a–c)	*Grades 4-6 Intervention Fluency*
ELD.PIII.3.RF.4	Read with sufficient accuracy and fluency to support comprehension. (a–c)	*Grades 4-6 Intervention Fluency*
ELD.PIII.4.RF.4	Read with sufficient accuracy and fluency to support comprehension. (a–c)	*Grades 4-6 Intervention Fluency*
ELD.PIII.5.RF.4	Read with sufficient accuracy and fluency to support comprehension. (a–c)	Students read on-level texts for multiple purposes each week. TRS: U1: 6–7 (2. “Creating the Constitution”: Identify Main Idea and Key Details) U1: 40–41 (3. “The Dred Scott Decision,” Part 1: Identify Main Ideas and Key Details) U2: 114-115 (7. “Games in the Woods”: Identify Key Events and Summarize) U3: 6–7 (“The Structure of a Corn Plant”: Identify Main Ideas and Key Details) U3: 40-41 (“A Short History of a Special Plant”: Identify Main Ideas and Key Details) TRS: U4: 176–177 (Develop Fluency: Read with Characterization and Feeling) U5: 6–7 (“Technology and the ‘Lowell Mill Girls’” Read and Respond to Poems) U5: 46–47 (Develop Fluency: Read with Dramatic Expression) RTTH: U1: 10 (Model Fluency: Read with Inflection/Intonation-Volume) U8: 94 (Model Fluency: Read with Expression-Characterization/Feelings) TRS: U1: 46–47 (“The Dred Scott Decision”: Use Context Clues to Define Domain-Specific Words) U9: 46–47 (Use Context Clues to Define Domain-Specific Words) U10: 46-47 (Use Context Clues To Define Domain-Specific Words)

Benchmark Advance **Grade 6**

Designated English Language Development Correlation to the California English Language Development Standards

Part 1: Interacting in Meaningful Ways				
A. Collaborative	**Emerging**	**Expanding**	**Bridging**	**Benchmark Advance Designated English Language Development Teacher Resource's System**
ELD.PI.6.1	***Exchanging information/ideas*** Engage in conversational exchanges and express ideas on familiar topics by asking and answering *yes-no* and *wh-* questions and responding using simple phrases.	***Exchanging information/ideas*** Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.	***Exchanging information/ideas*** Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.	**Unit 1:** 4–5, 6–7, 8–9, 10–11, 12–13, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32–33 **Unit 2:** 34–35, 36–37, 38–39, 40–41, 42–43, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 58–59, 60–61, 62–63 **Unit 3:** 64–65, 66–67, 68–69, 70–71, 72–73, 74–75, 76–77, 78–79, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93 **Unit 4:** 104–105, 112–113, 116–117, 120–121, 122–123 **Unit 5:** 124–125, 126–127, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153 **Unit 6:** 154–155, 156–157, 158–159, 160–161, 162–163, 168–169, 170–171, 172–173, 178–179, 180–181, 182–183 **Unit 7:** 184–185, 186–187, 188–189, 190–191, 192–193, 198–199, 200–201, 202–203, 208–209, 210–211, 212–213 **Unit 8:** 214–215, 216–217, 218–219, 220–221, 222–223, 224–225, 226–227, 228–229, 230–231, 232–233, 234–235, 236–237, 238–239, 240–241, 242–243 **Unit 9:** 244–245, 246–247, 248–249, 250–251, 252–253, 254–255, 256–257, 258–259, 260–261, 262–263, 264–265, 266–267, 268–269, 270–271, 272–273 **Unit 10:** 274–275, 276–277, 278–279, 280–281, 282–283, 284–285, 286–287, 288–289, 290–291, 292–293, 294–295, 296–297, 298–299, 300–301, 302–303
ELD.PI.6.2	***Interacting via written English*** Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.	***Interacting via written English*** Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate	***Interacting via written English*** Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.	**Unit 1:** 4–5, 6–7, 8–9, 10–11, 12–13, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32–33 **Unit 2:** 34–35, 36–37, 38–39, 40–41, 42–43, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 58–59, 60–61, 62–63 **Unit 3:** 64–65, 66–67, 68–69, 70–71, 72–73, 74–75, 76–77, 78–79, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93 **Unit 5:** 124–125, 126–127, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153 **Unit 6:** 154–155, 156–157, 158–159, 160–161, 162–163, 168–169, 170–171, 172–173, 178–179, 180–181, 182–183 **Unit 7:** 184–185, 186–187, 188–189, 190–191, 192–193, 198–199, 200–201, 202–203, 208–209, 210–211, 212–213 **Unit 8:** 214–215, 216–217, 220–221, 222–223, 224–225, 226–227, 228–229, 230–231, 234–235, 236–237, 238–239, 240–241, 242–243 **Unit 9:** 244–245, 246–247, 248–249, 250–251, 252–253, 254–255, 256–257, 258–259, 260–261, 262–263, 264–265, 266–267, 268–269, 270–271, 272–273 **Unit 10:** 274–275, 276–277, 278–279, 280–281, 282–283, 284–285, 286–287, 288–289, 290–291, 292–293, 294–295, 296–297, 298–299, 300–301, 302–303

ELD.PI.6.3	***Supporting opinions and persuading others*** Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or ask for clarification) using basic learned phrases (e.g., I *think . . . , Would you please repeat that?*), as well as open responses.	***Supporting opinions and persuading others*** Negotiate with or persuade others in conversations (e.g., to provide counter-arguments) using an expanded set of learned phrases (*I agree with X, but . . .*), as well as open responses.	***Supporting opinions and persuading others*** Negotiate with or persuade others in conversations using appropriate register (e.g., to reflect on multiple perspectives) using a variety of learned phrases, indirect reported speech (e.g., *I heard you say X, and Gabriel just pointed out Y*), as well as open responses.	**Unit 1:** 4–5, 6–7 **Unit 2:** 34–35, 48–49, 50–51, 52–53 **Unit 4:** 122–123 **Unit 5:** 124–125, 126–127 **Unit 6:** 154–155, 156–157, 158–159, 160–161, 162–163, 168–169, 170–171, 172–173, 178–179, 180–181 **Unit 7:** 184–185, 186–187, 188–189, 190–191, 192–193, 198–199, 200–201, 202–203, 208–209, 210–211 **Unit 9:** 252–253, 258–259, 266–267, 268–269, 270–271
ELD.PI.6.4	***Adapting language choices*** Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).	***Adapting language choices*** Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.	***Adapting language choices*** Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, task, and audience.	**Unit 1:** 4–5, 6–7, 8–9, 10–11, 12–13, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32–33 **Unit 2:** 44–45, 48–49, 54–55, 56–57, 58–59, 60–61, 62–63 **Unit 3:** 64–65, 68–69, 70–71, 72–73, 74–75, 76–77, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93 **Unit 4:** 104–105, 116–117, 118–119 **Unit 5:** 126–127, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153 **Unit 6:** 154–155, 156–157, 158–159, 160–161, 162–163, 168–169, 170–171, 172–173, 178–179, 180–181, 182–183 **Unit 7:** 184–185, 186–187, 188–189, 190–191, 192–193, 198–199, 200–201, 202–203, 208–209, 210–211, 212–213 **Unit 8:** 230–231 **Unit 9:** 246–247, 254–255, 256–257, 264–265 **Unit 10:** 274–275, 276–277, 278–279, 282–283, 284–285, 286–287, 288–289, 292–293, 294–295, 296–297, 298–299, 300–301, 302–303
B. Interpretive	**Emerging**	**Expanding**	**Bridging**	**Benchmark Advance**
ELD.PI.6.5	***Listening actively*** Demonstrate active listening in oral presentation activities by asking and answering basic questions with prompting and substantial support.	***Listening actively*** Demonstrate active listening in oral presentation activities by asking and answering detailed questions with occasional prompting and moderate support.	***Listening actively*** Demonstrate active listening in oral presentation activities by asking and answering detailed questions with minimal prompting and support.	**Unit 1:** 4–5, 6–7, 8–9, 10–11, 12–13, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32–33 **Unit 2:** 34–35, 36–37, 38–39, 40–41, 42–43, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 58–59, 60–61, 62–63 **Unit 3:** 64–65, 66–67, 68–69, 70–71, 72–73, 74–75, 76–77, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93 **Unit 4:** 100–101, 102–103, 110–111, 120–121 **Unit 5:** 124–125, 126–127, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 142–143, 146–147, 148–149, 150–151, 152–153 **Unit 6:** 154–155, 156–157, 158–159, 160–161, 162–163, 164–165, 166–167, 168–169, 170–171, 172–173, 174–175 , 176–177, 178–179, 180–181, 182–183 **Unit 7:** 184–185, 186–187, 188–189, 190–191, 192–193, 194–195, 196–197, 198–199, 200–201, 202–203, 204–205, 206–207, 208–209, 210–211, 212–213 **Unit 8:** 214–215, 216–217, 218–219, 220–221, 222–223, 224–225, 226–227, 228–229, 230–231, 232–233, 234–235, 236–237, 238–239, 240–241, 242–243 **Unit 9:** 244–245, 246–247, 248–249, 250–251, 252–253, 254–255, 256–257, 258–259, 260–261, 262–263, 264–265, 266–267, 268–269, 270–271, 272–273 **Unit 10:** 274–275, 276–277, 278–279, 280–281, 282–283, 284–285, 286–287, 288–289, 290–291, 292–293, 294–295, 296–297, 298–299, 300–301, 302–303

ELD.PI.6.6a	***Reading/viewing closely*** a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with substantial support.	***Reading/viewing closely*** a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with moderate support.	***Reading/viewing closely*** a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with light support.	**Unit 1:** 8–9, 10–11, 12–13, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32–33 **Unit 2:** 34–35, 38–39, 44–45, , 46–47, 48–49, 52–53, 54–55, 56–57, 58–59, 60–61, 62–63 **Unit 3:** 64–65, 66–67, 68–69, 70–71, 72–73, 74–75, 76–77, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93 **Unit 4:** 102–103 **Unit 5:** 124–125, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153 **Unit 6:** 154–155, 156–157, 158–159, 160–161, 162–163, 168–169, 170–171, 172–173, 178–179, 180–181, 182–183 **Unit 7:** 184–185, 186–187, 188–189, 190–191, 192–193, 198–199, 200–201, 202–203, 208–209, 210–211, 212–213 **Unit 8:** 224–225, 226–227, 230–231, 232–233, 234–235, 236–237, 240–241 **Unit 9:** 244–245, 246–247, 248–249, 250–251, 254–255, 256–257, 258–259, 260–261, 262–263, 264–265, 266–267, 268–269, 270–271, 272–273 **Unit 10:** 274–275, 276–277, 278–279, 282–283, 284–285, 286–287, 288–289, 292–293, 294–295, 296–297, 298–299, 300–301, 302–303
ELD.PI.6.6b	b) Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using some frequently used verbs (e.g., *shows that, based on*).	b) Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of verbs (e.g., *suggests that, leads to*).	b) Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., *indicates that, influences*).	**Unit 1:** 8–9, 10–11, 12–13, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32–33 **Unit 2:** 34–35, 44–45, 46–47, 48–49, 52–53, 54–55, 56–57, 58–59, 60–61, 62–63 **Unit 3:** 64–65, 66–67, 68–69, 70–71, 72–73, 74–75, 76–77, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93 **Unit 4:** 102–103 **Unit 5:** 124–125, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 142–1, 148–14943, 144–145, 146–147, 150–151, 152–153 **Unit 6:** 154–155, 156–157, 158–159, 160–161, 162–163, 168–169, 170–171, 172–173, 178–179, 180–181, 182–183 **Unit 7:** 184–185, 186–187, 188–189, 190–191, 192–193, 198–199, 200–201, 202–203, 208–209, 210–211, 212–213 **Unit 8:** 224–225, 226–227, 230–231, 232–233, 234–235, 236–237, 240–241 **Unit 9:** 244–245, 246–247, 248–249, 250–251, 254–255, 256–257, 258–259, 260–261, 262–263, 264–265, 266–267, 268–269, 270–271, 272–273
ELD.PI.6.6c	c) Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.	c) Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.	c) Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.	**Unit 1:** 8–9, 10–11, 12–13, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32–33 **Unit 2:** 34–35, 44–45, 46–47, 54–55, 56–57, 58–59, 60–61, 62–63 **Unit 3:** 64–65, 66–67, 68–69, 70–71, 72–73, 74–75, 76–77, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93 **Unit 4:** 102–103 **Unit 5:** 124–125, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153 **Unit 6:** 182–183, 198–199, 202–203, 208–209, 210–211 **Unit 7:** 212–213 **Unit 8:** 224–225, 226–227, 230–231, 232–233, 234–235, 236–237, 240–241 **Unit 9:** 246–247, 248–249, 250–251, 254–255, 256–257, 258–259, 260–261, 262–263, 264–265, 266–267, 268–269, 270–271, 272–273

ELD.PI.6.7	***Evaluating language choices*** Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) with substantial support.	***Evaluating language choices*** Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) with moderate support.	***Evaluating language choices*** Explain how well writers and speakers use specific language resourcesto present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) with light support.	**Unit 1:** 8–9, 10–11, 12–13, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32–33 **Unit 2:** 54–55, 56–57, 58–59, 60–61, 62–63 **Unit 3:** 68–69, 72–73, 74–75, 76–77, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93 **Unit 5:** 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153 **Unit 6:** 154–155, 156–157, 158–159, 160–161, 162–163, 168–169, 170–171, 172–173, 178–179, 180–181, 182–183 **Unit 7:** 184–185, 186–187, 188–189, 190–191, 192–193, 198–199, 200–201, 202–203, 208–209, 210–211, 212–213 **Unit 8:** 214–215, 216–217, 222–223, 242–243 **Unit 9:** 264–265
ELD.PI.6.8	***Analyzing language choices*** Explain how phrasing or different common words with similar meaning (e.g., choosing to use the word *cheap* versus the phrase *a good saver*) produce different effects on the audience.	***Analyzing language choices*** Explain how phrasing, different words with similar meaning (e.g., describing a character as *stingy* versus *economical),* or figurative language (e.g., *The room was depressed and gloomy* .) produce shades of meaning and different effects on the audience.	***Analyzing language choices*** Explain how phrasing, different words with similar meaning (e.g., *stingy-economical-unwasteful-thrifty*), or figurative language (e.g., *The room was depressed and gloomy* .) produce shades of meaning, nuances, and different effects on the audience.	**Unit 1:** 4–5, 6–7, 8–9, 10–11, 12–13, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32–33 **Unit 2:** 40–41, 42–43, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 58–59, 60–61, 62–63 **Unit 3:** 68–69, 72–73, 74–75, 76–77, 78–79, 80–81, 82–83, 84–85, 84–85, 86–87, 88–89, 90–91, 92–93 **Unit 4:** 96–97, 98–99, 108–109 **Unit 5:** 126–127, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153 **Unit 6:** 154–155, 156–157, 158–159, 160–161, 162–163, 168–169, 170–171, 172–173, 178–179, 180–181, 182–183 **Unit 7:** 184–185, 186–187, 188–189, 190–191, 192–193, 198–199, 200–201, 202–203, 208–209, 210–211, 212–213 **Unit 8:** 214–215, 216–217, 218–219, 222–223, 224–225, 226–227, 228–229 **Unit 9:** 266–267 **Unit 10:** 280–281, 290–291
C. Productive	**Emerging**	**Expanding**	**Bridging**	**Benchmark Advance Designated English Language Development Teacher Resource System**
ELD.PI.6.9	***Presenting*** Plan and deliver brief oral presentations on a variety of topics and content areas.	***Presenting*** Plan and deliver longer oral presentations on a variety of topics and content areas, using details and evidence to support ideas.	***Presenting*** Plan and deliver longer oral presentations on a variety of topics and content areas, using reasoning and evidence to support ideas, as well as growing understanding of register.	**Unit 1:** 8–9, 10–11, 12–13, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32–33 **Unit 2:** 38–39, 44–45, 46–47, 54–55, 56–57, 58–59, 60–61, 62–63 **Unit 3:** 64–65, 68–69, 72–73, 74–75, 76–77, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93 **Unit 5:** 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153 **Unit 6:** 154–155, 156–157, 158–159, 160–161, 162–163, 168–169, 170–171, 172–173, 178–179, 180–181, 182–183 **Unit 7:** 184–185, 186–187, 188–189, 190–191, 192–193, 198–199, 200–201, 202–203, 208–209, 210–211, 212–213 **Unit 8:** 230–231, 232–233, 238–239 **Unit 9:** 262–263, 266–267, 272–273

Benchmark Advance **Grade 6**

Designated English Language Development Correlation to the California English Language Development Standards

ELD.PI.6.10a	***Writing*** a) Write short literary and informational texts (e.g., an argument for protecting the rainforests) collaboratively (e.g., with peers) and independently.	***Writing*** a) Write longer literary and informational texts (e.g., an argument for protecting the rainforests) collaboratively (e.g., with peers) and independently using appropriate text organization.	***Writing*** a) Write longer and more detailed literary and informational texts (e.g., an argument for protecting the rainforests) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.	**Unit 1:** 4–5, 6–7, 8–9, 10–11, 12–13, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32–33 **Unit 2:** 34–35, 36–37, 38–39, 40–41, 42–43, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 58–59, 60–61, 62–63 **Unit 3:** 68–69, 70–71, 72–73, 74–75, 76–77, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93 **Unit 5:** 124–125, 126–127, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153 **Unit 6:** 154–155, 156–157, 158–159, 160–161, 162–163, 168–169, 170–171, 172–173, 178–179, 180–181, 182–183 **Unit 7:** 184–185, 186–187, 188–189, 190–191, 192–193, 198–199, 200–201, 202–203, 208–209, 210–211, 212–213 **Unit 8:** 214–215, 216–217, 218–219, 220–221, 222–223, 224–225, 226–227, 234–235, 236–237 **Unit 9:** 246–247, 254–255, 256–257 **Unit 10:** 274–275, 276–277, 278–279, 282–283, 284–285, 286–287, 288–289, 292–293, 294–295, 296–297, 298–299, 300–301, 302–303
ELD.PI.6.10b	b) Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b) Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b) Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).	**Unit 1:** 4–5, 6–7, 8–9, 10–11, 12–13, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32–33 **Unit 2:** 34–35, 36–37, 38–39, 40–41, 42–43, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 58–59, 60–61, 62–63 **Unit 3:** 68–69, 70–71, 72–73, 74–75, 76–77, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93 **Unit 5:** 124–125, 126–127, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153 **Unit 6:** 154–155, 156–157, 158–159, 160–161, 162–163, 168–169, 170–171, 172–173, 178–179, 180–181, 182–183 **Unit 7:** 184–185, 186–187, 188–189, 190–191, 192–193, 198–199, 200–201, 202–203, 208–209, 210–211, 212–213 **Unit 8:** 214–215, 216–217, 218–219, 220–221, 222–223, 224–225, 226–227, 234–235, 236–237 **Unit 9:** 246–247, 254–255, 256–257
ELD.PI.6.11a	***Justifying/arguing*** a) Justify opinions by providing some textual evidence (e.g., quoting from the text) or relevant background knowledge with substantial support.	***Justifying/arguing*** a) Justify opinions or persuade others by providing relevant textual evidence (e.g., quoting from the text or referring to what the text says) or relevant background knowledge with moderate support.	***Justifying/arguing*** a) Justify opinions or persuade others by providing detailed and relevant textual evidence (e.g., quoting from the text directly or referring to specific textual evidence) or relevant background knowledge with light support.	**Unit 2:** 34–35, 42–43, 44–45, 48–49 **Unit 5:** 124–125 **Unit 6:** 154–155, 156–157, 158–159, 160–161, 162–163, 168–169, 170–171, 172–173, 178–179, 180–181 **Unit 7:** 184–185, 186–187, 188–189, 190–191, 192–193, 198–199, 200–201, 202–203, 208–209, 210–211 **Unit 8:** 242–243
ELD.PI.6.11b	b) Express attitude and opinions or temper statements with some basic modal expressions(e.g., *can, has to*).	b) Express attitude and opinions or temper statements with a variety of familiar modal expressions(e.g., *maybe/probably, can/could, must*).	b) Express attitude and opinions or temper statements with nuanced modal expressions (e.g., *probably/certainly/definitely, should/would, might*) and phrasing (e.g., *In my opinion . . .*).	**Unit 2:** 34–35, 42–43, 44–45, 48–49 **Unit 5:** 124–125 **Unit 6:** 154–155, 156–157, 158–159, 160–161, 162–163, 168–169, 170–171, 172–173, 178–179, 180–181 **Unit 7:** 184–185, 186–187, 188–189, 190–191, 192–193, 198–199, 200–201, 202–203, 208–209, 210–211 **Unit 8:** 242–243

ELD.PI.6.12a	***Selecting language resources*** a) Use a select number of general academic words (e.g., *author, chart)* and domain-specific words (e.g., *scene, cell, fraction*) to create some precision while speaking and writing.	***Selecting language resources*** a) Use a growing set of academic words (e.g., *author, chart, global, affect*), domain-specific words (e.g., *scene, setting, plot, point of view, fraction, cell membrane, democracy*), synonyms, and antonyms to create precision and shades of meaning while speaking and writing.	***Selecting language resources*** a) Use an expanded set of general academic words (e.g., *affect, evidence, demonstrate, reluctantly*), domain-specific words (e.g., *scene, setting, plot, point of view, fraction, cell membrane, democracy*), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.	**Unit 1:** 4–5, 6–7, 8–9, 10–11, 12–13, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32–33, 38–39, 40–41, 42–43, 50–51, 54–55, 56–57, 58–59, 60–61, 62–63 **Unit 3:** 64–65, 66–67, 68–69, 70–71, 72–73, 74–75, 76–77, 78–79, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93 **Unit 4:** 118–119 **Unit 5:** 126–127, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 142–143, 144–145, 146–147, 150–151, 152–153 **Unit 6:** 154–155, 156–157, 158–159, 160–161, 162–163, 168–169, 170–171, 172–173, 178–179, 180–181, 182–183 **Unit 7:** 184–185, 186–187, 188–189, 190–191, 192–193, 198–199, 200–201, 202–203, 208–209, 210–211, 212–213 **Unit 8:** 214–215, 216–217, 218–219, 220–221, 222–223, 224–225, 226–227, 228–229, 240–241, 242–243 **Unit 9:** 244–245, 246–247, 248–249, 250–251, 252–253, 254–255, 256–257, 258–259, 260–261, 264–265, 266–267, 268–269, 270–271 **Unit 10:** 274–275, 276–277, 278–279, 280–281, 282–283, 284–285, 286–287, 288–289, 290–291, 292–293, 294–295, 296–297, 298–299, 300–301, 302–303
ELD.PI.6.12b	b) Use knowledge of morphology to appropriately select affixes in basic ways (e.g., *She likes X* .).	b) Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., *She likes X. That's impossible* .).	b) Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., *changing observe -> observation, reluctant -> reluctantly, produce -> production* , etc.).	**Unit 1:** 4–5, 6–7, 8–9, 10–11, 12–13, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32–33 **Unit 2:** 38–39, 40–41, 42–43, 50–51, 54–55, 56–57, 58–59, 60–61, 62–63 **Unit 3:** 64–65, 66–67, 68–69, 70–71, 72–73, 74–75, 76–77, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93 **Unit 4:** 118–119 **Unit 5:** 126–127, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 142–143, 144–145, 146–147, 150–151, 152–153 **Unit 6:** 154–155, 156–157, 158–159, 160–161, 162–163, 168–169, 170–171, 172–173, 178–179, 180–181, 182–183 **Unit 7:** 184–185, 186–187, 188–189, 190–191, 192–193, 198–199, 200–201, 202–203, 208–209, 210–211, 212–213 **Unit 8:** 214–215, 216–217, 218–219, 220–221, 222–223, 224–225, 226–227, 228–229, 240–241, 242–243 **Unit 9:** 244–245, 246–247, 248–249, 250–251, 252–253, 254–255, 256–257, 258–259, 260–261, 264–265, 266–267, 268–269, 270–271 **Unit 10:** 280–281, 290–291
Part II: Learning About How English Works				
A. Structuring Cohesive Texts	**Emerging**	**Expanding**	**Bridging**	**Benchmark Advance Designated English Language Development Teacher Resource System**

Benchmark Advance **Grade 6**

Designated English Language Development Correlation to the California English Language Development Standards

ELD.PII.6.1	***Understanding text structure*** Apply basic understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how arguments are organized around ideas) to comprehending texts and writing basic texts.	***Understanding text structure*** Apply growing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing texts with increasing cohesion.	***Understanding text structure*** Apply increasing understanding of how different text types are organized to expressideas (e.g., how a historical account is organized chronologically versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing cohesive texts.	**Unit 1:** 8–9, 10–11, 12–13, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32–33 **Unit 2:** 46–47, 54–55, 56–57, 58–59, 60–61, 62–63 **Unit 3:** 68–69, 70–71, 72–73, 74–75, 76–77, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93 **Unit 4:** 100–101, 110–111, 118–119, 120–121 **Unit 5:** 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153 **Unit 6:** 164–165, 166–167, 174–175, 182–183 **Unit 7:** 192–193, 194–195, 196–197, 204–205, 206–207, 212–213 **Unit 8:** 242–243 **Unit 9:** 246–247, 248–249, 258–259, 260–261, 268–269, 270–271
ELD.PII.6.2a	***Understanding cohesion*** a) Apply basic understanding of language resourcesfor referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts.	***Understanding cohesion*** a) Apply growing understanding of language resourcesfor referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion.	***Understanding cohesion*** a) Apply increasing understanding of language resourcesfor referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts.	**Unit 1:** 8–9, 10–11, 12–13, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32–33 **Unit 2:** 36–37, 38–39, 44–45, 54–55, 56–57, 58–59, 60–61, 62–63 **Unit 3:** 68–69, 70–71, 72–73, 74–75, 76–77, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93 **Unit 4:** 112–113, 114–115, 116–117 **Unit 5:** 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153 **Unit 6:** 160–161, 180–181, 182–183 **Unit 7:** 212–213 **Unit 8:** 214–215, 216–217, 222–223, 234–235, 236–237 **Unit 9:** 246–247, 264–265
ELD.PII.6.2b	b) Apply basic understanding of how ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases (e.g., *first/next, at the beginning*) to comprehending texts and writing basic texts.	b) Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., *for example, in the first place, as a result, on the other hand*) to comprehending texts and writing texts with increasing cohesion.	b) Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., *consequently, specifically, however, moreover*) to comprehending texts and writing cohesive texts.	**Unit 1:** 8–9, 10–11, 12–13, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32–33 **Unit 2:** 38–39, 44–45, 54–55, 56–57, 58–59, 60–61, 62–63 **Unit 3:** 68–69, 70–71, 72–73, 74–75, 76–77, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93 **Unit 4:** 112–113, 114–115, 116–117 **Unit 5:** 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153 **Unit 6:** 180–181, 182–183 **Unit 7:** 188–189, 212–213 **Unit 8:** 214–215, 216–217, 222–223, 234–235, 236–237 **Unit 9:** 246–247, 264–265
B. Expanding and Enriching Ideas	**Emerging**	**Expanding**	**Bridging**	**Benchmark Advance**
ELD.PII.6.3	***Using verbs and verb phrases*** Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling), tenses (e.g., present, past, future), and aspects (e.g., simple, progressive) appropriate for the text type and discipline (e.g., simple past and past progressive for recounting an experience) on familiar topics.	***Using verbs and verb phrases*** Use various verb types (e.g., doing, saying, being/having, thinking/feeling, reporting), tenses (e.g., present, past, future), and aspects (e.g., simple, progressive, perfect) appropriate for the task, text type, and discipline (e.g., simple present for literary analysis) on an increasing variety of topics.	***Using verbs and verb phrases*** Use various verb types (e.g., doing, saying, being/having, thinking/feeling, reporting), tenses (e.g., present, past, future), and aspects (e.g., simple, progressive, perfect) appropriate for the task, text type, and discipline (e.g., the present perfect to describe previously made claims or conclusions) on a variety of topics.	**Unit 1:** 8–9, 10–11, 12–13, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32–33 **Unit 2:** 34–35, 40–41, 48–49, 54–55, 56–57, 58–59, 60–61, 62–63 **Unit 3:** 68–69, 70–71, 72–73, 74–75, 76–77, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93 **Unit 4:** 98–99 **Unit 5:** 124–125, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153 **Unit 6:** 164–165, 166–167, 174–175, 182–183 **Unit 7:** 184–185, 194–195, 196–197, 204–205, 206–207, 212–213, 238–239 **Unit 9:** 244–245, 252–253

ELD.PII.6.4	***Using nouns and noun phrases*** Expand noun phrases in simple ways (e.g., adding a sensory adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.	***Using nouns and noun phrases*** Expand noun phrases in a variety of ways (e.g., adding comparative/ superlative adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.	***Using nouns and noun phrases*** Expand noun phrases in an increasing variety of ways (e.g., adding comparative/superlative and general academic adjectives to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.	**Unit 1:** 24–25, 26–27, 28–29, 30–31, 32–33 **Unit 2:** 54–55, 56–57, 58–59, 60–61, 62–63 **Unit 3:** 84–85, 86–87, 88–89, 90–91, 92–93, 110–111, 144–145, 146–147, 148–149, 150–151, 152–153 **Unit 4:** 98–99 **Unit 6:** 182–183, 196–197, 212–213 **Unit 9:** 256–257, 264–265
ELD.PII.6.5	***Modifying to add details*** Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar activity or process.	***Modifying to add details*** Expand sentences with an increasing variety of adverbials(e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process.	***Modifying to add details*** Expand sentences with a variety of adverbials(e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.	**Unit 2:** 38–39, 44–45 **Unit 3:** 66–67 **Unit 4:** 100–101, 106–107 **Unit 6:** 164–165, 166–167, 170–171, 174–175 **Unit 7:** 194–195, 196–197, 204–205, 206–207 **Unit 8:** 228–229, 240–241, 242–243
C. Connecting and Condensing Ideas				
ELD.PII.6.6	***Connecting ideas*** Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using *and, but, so*).	***Connecting ideas*** Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., *He stayed at home on Sunday to study for Monday's exam*) or to make a concession (e.g., *She studied all night even though she wasn't feeling well*).	***Connecting ideas*** Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., *He stayed at home on Sunday to study for Monday's exam*), to make a concession (e.g., *She studied all night even though she wasn't feeling well*), or to link two ideas that happen at the same time (e.g., *The students worked in groups while their teacher walked around the room*).	**Unit 1:** 4–5, 6–7, 8–9, 10–11, 12–13, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32–33 **Unit 2:** 54–55, 56–57, 58–59, 60–61, 62–63 **Unit 3:** 64–65, 68–69, 70–71, 70–71, 72–73, 72–73, 74–75, 74–75, 76–77, 76–77, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93 **Unit 4:** 96–97, 98–99, 104–105, 106–107, 108–109, 112–113, 114–115, 122–123 **Unit 5:** 126–127, 128–129, 128–129, 130–131, 132–133, 134–135, 134–135, 136–137, 136–137, 138–139, 138–139, 140–141, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153 **Unit 6:** 182–183 **Unit 7:** 186–187, 190–191, 200–201, 206–207, 212–213 **Unit 9:** 246–247, 250–251, 254–255 **Unit 10:** 274–275, 276–277, 278–279, 282–283, 284–285, 286–287, 288–289, 292–293, 294–295, 296–297, 298–299, 300–301, 302–303
ELD.PII.6.7	***Condensing ideas*** Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, This is a story about a girl. The girl changed the world. --> This is a story about a girl who changed the world.) to create precise and detailed sentences.	***Condensing ideas*** Condense ideas in an increasing variety of ways (e.g., through various types of embedded clauses and other ways of condensing, as in, Organic vegetables are food. They're made without chemical fertilizers. They're made without chemical insecticides. --> Organic vegetables are foods that are *made without chemical fertilizers or insecticides* .) to create precise and detailed sentences.	***Condensing ideas*** Condense ideas in a variety of ways (e.g., through various types of embedded clauses, ways of condensing, and nominalization as in, They *destroyed* the rainforest. Lots of animals *died.* --> The *destruction* of the rainforest led to the *death* of many animals.) to create precise and detailed sentences.	**Unit 1:** 4–5, 6–7 **Unit 2:** 38–39 **Unit 4:** 96–97, 98–99, 104–105, 108–109, 116–117 **Unit 5:** 126–127 **Unit 6:** 162–163 **Unit 9:** 266–267

Benchmark Advance **Grade 6**

Designated English Language Development Correlation to the California English Language Development Standards

Part III: Using Foundational Literacy Skills		
Print Concepts		***Advancing Foundational Skills For English Learners* (Online Component)**
ELD.PIII.K.RF.1	Demonstrate understanding of the organization and basic features of print (a–d)	*Advancing Foundational Skills for English Language Learners:* Print Concepts 1-4 Alphabet Recognition, Alphabetcal Principle, Directionality, Word and Sentence Features
ELD.PIII.1.RF.1	Demonstrate understanding of the organization and basic features of print (a)	*Advancing Foundational Skills for English Language Learners:* Print Concepts 1-4 Alphabet Recognition, Alphabetcal Principle, Directionality, Word and Sentence Features
Phonological Awareness		
ELD.PIII.K.RF.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (a–f)	*Advancing Foundational Skills for English Language Learners:* Phonolical Awareness 1-3: Onset Rimes, Blend and Rhyming Words, Compound Words
ELD.PIII.1.RF.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (a–d)	*Advancing Foundational Skills for English Language Learners:* Phonolical Awareness 1-3: Onset Rimes, Blend and Rhyming Words, Compound Words
Phonics and Word Recognition		
ELD.PIII.K.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA (a–d)	*Advancing Foundational Skills for English Language Learners:* Phonics 1-42, Word Recognition 1-13 (covers all phonics and word analysis skills both in isolation and in text)
ELD.PIII.1.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA (a–g)	*Advancing Foundational Skills for English Language Learners:* Phonics 1-6 Consonants, Phonics 7-15- Consonsant Blends, Phonics 15-27-Consonant Diagraphs, Phonics 28-30 Short and long vowels
ELD.PIII.2.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA (a–f)	*Advancing Foundational Skills for English Language Learners:* Phonics 31-40 - Vowel Graphemes, Phonics 41-42 R- Controlled Vowels
ELD.PIII.3.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA (a–d)	*Advancing Foundational Skills for English Language Learners:* Phonics 31-40 - Vowel Graphemes, Phonics 41-42 R- Controlled Vowels
ELD.PIII.4.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words. CA (a)	*Advancing Foundational Skills for English Language Learners:* Phonics 31-40 - Vowel Graphemes, Phonics 41-42 R- Controlled Vowels
ELD.PIII.5.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words. CA (a)	*Advancing Foundational Skills for English Language Learners:* Phonics 31-40 - Vowel Graphemes, Phonics 41-42 R- Controlled Vowels
Fluency		
ELD.PIII.K.RF.4	Read emergent-reader texts with purpose and understanding.	*Grades 4-6 Intervention Fluency*
ELD.PIII.1.RF.4	Read with sufficient accuracy and fluency to support comprehension. (a–c)	*Grades 4-6 Intervention Fluency*
ELD.PIII.2.RF.4	Read with sufficient accuracy and fluency to support comprehension. (a–c)	*Grades 4-6 Intervention Fluency*
ELD.PIII.3.RF.4	Read with sufficient accuracy and fluency to support comprehension. (a–c)	*Grades 4-6 Intervention Fluency*
ELD.PIII.4.RF.4	Read with sufficient accuracy and fluency to support comprehension. (a–c)	*Grades 4-6 Intervention Fluency*
ELD.PIII.5.RF.4	Read with sufficient accuracy and fluency to support comprehension. (a–c)	*Grades 4-6 Intervention Fluency*

Unit	Knowledge Strand	Grade K
1	Government and Citizenship	**Rules at Home and School** Why do we have rules?
2	Character	**Every Story Has Characters** How are characters different?
3	Life Science	**Plants and Animals Have Needs** Why do living things have different needs?
4	Point of View	**Writers Tell Many Stories** Why do people tell stories?
5	Technology and Society	**Technology at Home and School** Why do we use technology?
6	Theme	**Stories Have a Message** How do we know what is right?
7	History and Culture	**Holidays and Celebrations** Why do we celebrate people and events?
8	Earth Science	**Weather and Seasons** How do our lives change with the seasons?
9	Economics	**Meeting Our Needs and Wants** Why do we make choices?
10	Physical Science	**Forces and Motion** What makes things move?

Unit 1: Rules at Home and School

Title	Author	Genre	Summary Notes	Awards
No, David!	David Shannon	Realistic Fiction	In this boisterous exploration of naughtiness, Shannon lobs one visual zinger after another as David, a little dickens, careens from one unruly deed to the next coloring on the walls, tracking mud all over the carpet, jumping on the bed, in red cowboy boots.	Starred Reviews Caldecott Medal Honorees
No T. Rex in the Library	Toni Buzzeo	Fiction	Free an excitable beastie in a library and shelves will fall, pages will rip, and books will be chewed. After a fun, but slightly wild ride through the different sections of the building, Tess sees the need to get T. Rex back into his book. But can she do it without saying good-bye forever? Luckily, she has the rules fresh in her mind, and the skills to keep a dinosaur in check.	
Billy Twitters and His Whale Problem	Mac Barnett	Humorous Fiction/Animal Fantasy	Billy has a huge problem one day when his mother orders him a giant pet blue whale as punishment for not cleaning his room.	Starred Reviews Children's Core Collection, 20th ed. and Supplements
Ten Rules You Absolutely Must Not Break if You Want to Survive the School Bus	John Grandits	Fiction	Kyle is dreading his first trip aboard the school bus. Luckily, his big brother, James, is a school bus expert. James gives Kyle ten rules for riding the bus that he absolutely, positively must obey if he wants to avoid getting laughed at or yelled at, pushed around, or even pounded. During his fateful ride, Kyle grapples with each unbreakable rule. Along the way, he discovers that the school bus isn't so bad, and he may even have a thing or two to teach his brother.	Kirkus Books of Special Note Library Media Connection Starred Reviews School Library Journal Starred Reviews
A New Year's Reunion	Yu Li-Qiong	Realistic Fiction	A Chinese family celebrates the Chinese New Year when Father returns home.	ALSC Notable Children's Books School Library Journal Starred Reviews
Each Kindness	Jacqueline Woodson	Realistic Fiction	A new student arrives into a diverse rural classroom. Will she be accepted? Will those cruel to her ever get a chance to make it right?	Coretta Scott King Award Honorees Starred reviews
One World, One Day	Barbara Kearley	Informational Nonfiction	Compares the daily lives of children around the world via photographs and simple text. Thorough explanation at the end of the book.	Publishers Weekly Starred Reviews Teachers' Choices
Rules for School	Alec Greven	Informational Nonfiction	Fifteen rules presented in a conversational style help youngsters to "get ready, take charge, and rule the school."	
Monsters Mind Your Manners	Elizabeth Spur	Fiction	Illustrations and rhyming text reveal the terrible ways monsters may behave in one's home, on crowded sidewalks, on a bus, or at school as they do what they wish without thinking of others.	
Table Manners	Chris Raschka	Fiction	Why is speaking with your mouth full a bad idea? Who is permitted to wave his napkin like a flag? What happens if you don't chew your food? Two renowned artists, Vladimir Radunsky and Chris Raschka (and their alter egos, Dudunya and Chester), provide hilarious answers to these and other burning questions in *Table Manners,* the quintessential--and inimitable--guide to impeccable behavior at mealtime.	Starred Reviews

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Unit 2: Every Story Has Characters

Title	Author	Genre	Summary Notes	Awards
A Sick Day for Amos McGhee	Philip C. Stead	Realistic Fiction/Animal Fantasy	The kind zoo-keeper stays home sick and the animals come to visit him.	Starred Reviews, Caldecott
Mr. Tiger Goes Wild	Peter Brown	Realistic Fiction/Animal Fantasy	Mr. Tiger walks upright and wears a top hat and a handsome coat with a bow tie, fitting in with the rest of society. But his orange fur provides the only spot of color in the very drab, very proper community, and Mr. Tiger is bored: "He wanted to loosen up. He wanted to be... wild." And so, Mr. Tiger drops to all fours and for the first time looks happy. As he gets progressively wilder, roaring and shedding his confining clothes, the town animal-folk are appalled and banish him to the wilderness--which, he decides, is "a magnificent idea."	Starred Reviews
Big Mean Mike	Michelle Knudson	Realistic Fiction	Mike the bulldog has a rough and tough yet soft side that he tries to hide from the "guys." Only the cute bunnies that keep turning up in his Big Rig glove box will turn him around.	Children's Choices for 2013 SLJ's Best of 2012
Cecil the Pet Glacier	Matthea Harvey	Realistic Fiction/Fantasy	Desperate for normalcy but destined for weird, Ruby's longing for a simple pet dog is replaced by a pet glacier who sacrifices its own melting state to be the best (and strangest) pet the girl could ever hope for.	Cooperative Children's Book Center Choices, 2000–Present
The Hello, Goodbye Window	Norton Juster	Realistic Fiction	Recounted in a little girl's voice, the kitchen window at Nanna and Poppy's house is a magic gateway. Everything important happens near it, through it, or beyond it.	Starred Reviews Caldecott
Chicken Big	Keith Graves	Humorous Animal Fiction	A giant chicken hatches from an enormous egg, but the other chickens cannot accept that he is one of them.	Starred Reviews
A Good Day	Kevin Henkes	Animal Fiction	A bird, a fox, a dog, and a squirrel overcome minor setbacks to have a very good day.	
Interrupting Chicken	David Ezra Stein	Humorous Fiction/Animal Fantasy	Little chicken can't stop interrupting and finishing all of her dad's bedtime fairy tales.	Randolph Caldecott Medal Honorees Starred Reviews
Who Pushed Humpty Dumpty?: And Other Notorious Nursery Rhyme Mysteries	David Levinthal	Fairy Tales/Mysteries	Humorous questions about who was behind five of the biggest nursery tale mysteries.	Horn Book Guide Titles, Rated 1–4 Library Media Connection Starred Reviews
I Stink!	Kate McMullen	Fiction	A rowdy, ravenous New York City garbage truck is the unlikely and thoroughly engaging narrator of this tale. "Know what I do at night/ while you're asleep?" asks the brazen vehicle, "Eat your TRASH, that's what." The perspective then shifts so that readers look outside from within the truck's tail end, as garbage bags hurl through the air and land inside its "hopper."	Children's Choices Cooperative Children's Book Center Choices, 2000–Present Starred Reviews

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Unit 3: Plants and Animals Have Needs

Title	Author	Genre	Summary Notes	Awards
Animal Book	Steve Jenkins	Informational Nonfiction	Thematic chapters touching on family, senses, predators, defenses, extremes, and evolution.	Starred Reviews
Flight of the Honey Bee	Raymond Huber	Informational Nonfiction	Embark on an epic quest as you join a honey bee, searching for the perfect flowers to pollinate as it avoids bees before racing back to the hive to meet its sisters.	Starred Reviews
Desert Baths	Darci Pattison	Informational Nonfiction	Pattison uses this as a jumping-off point to explore the hygiene of animals and birds living in the desert. The text is cadenced without rhyming, giving it a soothing feeling.	Horn Book Guide Titles, Rated 1 - 4 Outstanding Science Trade Books for Students K-12
My First Day	Steve Jenkins	Informational	What several different baby animals (twenty-two different species) do on day one.	Library Media Connection Starred Reviews Outstanding Science Trade Books for Students K-12 School Library Journal Starred Reviews
At This Very Moment	Jim Arnosky	Informational Nonfiction	A rhythmic investigation of the daily lives of various animals in the wild.	Kirkus Books of Special Note Outstanding Science Trade Books for Students K-12
Ladybugs	Gail Gibbons	Informational Nonfiction	Ladybugs are a type of beetle. They live on six of the seven continents. There are believed to be about 5,000 different kinds of ladybugs around the world. Here are descriptions of their characteristics, their four stages of development from egg to adult, and how they live. Ladybugs eat insets that damage plants and are an important part of our environment.	Library Media Connection Starred Reviews Outstanding Science Trade Books for Students K-12 Science Books & Films Best Books Science Books & Films Editor's Choice
Planting the Wild Garden	Kathryn O. Galbraith	Informational Nonfiction	How seeds spread themselves in nature to germinate.	Outstanding Science Trade Books for Students K-12 Publishers Weekly Starred Reviews Science Books & Films Best Books Science Books & Films Editor's Choice
Babies in the Bayou	Jim Arnosky	Informational Nonfiction	The simple story continues by introducing other animal families nearby—raccoons, turtles, and ducks—and how they interact. Full-color illustrations add details about the bayou, its lush vegetation, and the animals who share the ecosystem.	Booklist Starred Reviews Cooperative Children's Book Center Choices, 2000-present Kirkus Books of Special Not
Tell Me Why Elephants Have Trunks	Kingfisher	Informative Nonfiction	Through lighthearted text and eye-catching artwork, this book gets to the bottom of these interesting scientific inquiries every young mind wants to know.	
How to Clean a Hippopotamus: A Look at Unusual Animal Partnerships	Steve Jenkins	Informational Nonfiction	The symbiotic relationships between animals.	Outstanding Science Trade Books for Students K-12 School Library Journal Starred Reviews Science Books & Films Best Books Science Books & Films Editor's Choice

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Unit 4: Every Story Has Characters

Title	Author	Genre	Summary Notes	Awards
Little Treasure: Endearments from Around the World	Jacqueline K. Ogburn	Informational Nonfiction	Terms of endearment from around the world.	Children's Notable Books Cooperative Children's Book Center Choices, 2000–Present
What's Your Favorite Animal?	Eric Carle	Anthology	Carle and a number of noteworthy picture-book artists write about their favorite animals. The text takes the form of poems, stories, and narrative descriptions, and each entry is illustrated in a variety of styles, materials, and techniques.	School Library Journal Starred Review
The Stinky Cheese Man: And Other Fairly Stupid Tales	Jon Scieszka	Fractured Fairy Tales	Madcap revisions of familiar fairy tales.	Caldecott Medal Honorees
Fox Tails: Four Fables from Aesop	Amy Lowry	Animal Fables	A fox has a very unusual day when four of Aesop's classic fables are woven together into a single story.	Booklist Starred Reviews Cooperative Children's Book Center Choices, 2000–Present
Zen Shorts	Jon J. Muth	Storytelling, Fiction	When Stillwater the bear moves into the neighborhood, the stories he tells to three siblings teach them to look at the world in new ways.	Cooperative Children's Book Center Choices, 2000–Present Indies Choice Book Awards Kirkus Books of Special Note Notable Children's Trade Books in the Field of Social Studies Randolph Caldecott Medal Honorees
Little Bear	Elise Holmelund Minarik	Storytelling, Fiction	Meet Little Bear, a friend to millions of children. And meet Mother Bear, who is there whenever Little Bear needs her. When it is cold and snowy outside, she finds just the right outfit for Little Bear to play in. When he goes to the moon, she has a hot lunch waiting for him on his return. And, of course, she never forgets his birthday.	Best Books for Children Preschool Through Grade 6, 9th ed.
Very Short Tall Tales to Read Together	Retold by Fiona Waters	Storytelling, Fiction	Sixty of the most famous of *Aesop's Fables* have been updated and rewritten by the talented anthologist Fiona Waters, and brought to life by Fulvio Testa's detailed illustrations. The collection includes classics such as "The Fox and the Crow," "The Town Mouse and the Country Mouse," "The Grasshopper and the Ant," "The Hare and the Tortoise," and "The Fox and the Stork."	Children's Core Collection, 20th ed. and Supplements
Elephant's Friend and Other Ancient Tales from India	retold by Marcia Williams	Storytelling, Fiction	This is a treasure trove of Indian animal stories. Eight individual stories form a magical collection of India's best-loved animal folk tales. It is taken from the three books of Indian folk tales--*Hitopadesha Tales, Jataka Tales, and Panchantra Tales*--the stories are packed with humour and warmth.	Horn Book Guide Titles, Rated 1–4 Publishers Weekly Starred Reviews
The Girl Who Helped Thunder and Other Native American Folktales	James Bruchac and Joseph Bruchac Ph.D.	Folktale	Engaging, inspirational, and above all entertaining, these legends come from Native American peoples across the U.S. Richly illustrated with original art, they capture a wide range of belief systems and wisdom from the Cherokee, Cheyenne, Hopi, Lenape, Maidu, Seminole, Seneca, and other tribes. The beautifully retold tales, all with informative introductions, range from creation myths to animal fables to stirring accounts of bravery and sacrifice. Find out how stories first came to be, and how the People came to the upper world. Meet Rabbit, the clever and irresistible Creek trickster. See how the buffalo saved the Lakota people, and why the Pawnee continue to do the Bear Dance to this very day.	
Cazuela That the Farm Maiden Stirred	Samantha R. Vamos	Spanish Rhyming Fable	This take on "The House that Jack Built" colorfully depicts a Spanish maiden making rice pudding with help of the farm animals.	Notable Children's Books in the English Language Arts Notable Children's Trade Books in the Field of Social Studies Pura Belpre Awards

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Unit 5: Technology at Home and School

Title	Author	Genre	Summary Notes	Awards
In the Bag!: Margaret Knight Wraps It Up!	Monica Kulling	Informational Biography	From a very young age, Margaret Knight loved to make things out of wood and was known for building the best sleds in her town. Since her family needed more money, Margaret worked at the cotton mill with her brothers when she was just twelve. It is there that she came up with her first invention. She spent the rest of her life inventing things with her most famous being the paper bag.	Journal Reviews Core Collection K–6
Blackout	John Rocco	Realistic Fiction	The power in the city goes out and people's creativity brings them together.	Randolph Caldecott Medal Honoree School Library Journal Best Books
Pop: The Invention of Bubble Gum	Meghan McCarthy	Informational Nonfiction	Chewing gum has been around for centuries. In 1920, a factory in Philadelphia set out to invent gum that would let people blow bubbles. The workers experimented for months, but all they ended up with was a sticky mess, until they made a discovery in the most unexpected way.	Starred Reviews
The Little House	Virginia Lee Burton	Historical Fiction	Winner of the prestigious Caldecott Medal, *The Little House* has delighted generations of children. When the little house was first built, she was on a hill in the country surrounded by apple trees. But as the nearby city grew, the little house found her peaceful hill increasingly overcrowded with buildings and people and vehicles. Finally, she fell into disrepair—until one day someone saw in her the little house she once was.	Randolph Caldecott Medal Honoree
Off to Class: Incredible and Unusual Classrooms Around the World	Susan Hughes	Informational Nonfiction	When North American kids picture a school, odds are they see rows of desks, stacks of textbooks, and linoleum hallways. They probably don't picture caves, boats, or train platforms—but there are schools in caves, and on boats and on train platforms. There are green schools, mobile schools, and even tree-house schools.	Children's Core Collection, 20th ed. and Supplements
Return of the Library Dragon	Carmen Agra Deedy	Fiction	Retiring librarian Lotta Scales envisions the Sunrise Elementary Library of the future, and it is not the Sunrise Elementary Cybrary, a center for "MePods," printers, and 10,000 books on a screen. Mike Krochip, the IT guy, boldly employs the Book-Be-Gone 5000 to whisk away all books while the students gather together to explain why printed volumes hold a special place in their hearts. The idea that tablets are replacing books now sent to storage raises Miss Lotty's ire, and she reverts to her former fire-breathing (now laptop eating) alter ego, threatening to eat "every last byte" to protect the books. The Library Dragon may only be tamed by one who deeply loves learning.	
Could a Robot Make My Dinner?	Kay Barnham	Informational Nonfiction	These titles prove that learning about history and technology needn't be boring. Each volume asks and answers a succession of unorthodox and intriguing questions. For example, "Who was the first queen to use a toilet?" "How do the stripes get into toothpaste?" "Did you know?" text boxes supply additional information. For example, "The first Westerner to see the city of Timbuktu arrived in the 1820s." The strength of these books lies in their ability to convey information in an exciting way that will appeal to students who might be turned off by wordy textbooks.	
A Balloon for Isabel	Deborah Underwood	Fiction	Balloons are bright and floaty and shiny and perfect. More than anything else in the whole wide world, Isabel wants a balloon. Everyone will get one on Graduation Day—everyone except the porcupines, because Porcupines + Balloons = Trouble. But Isabel isn't going to settle for another boring bookmark. She has a plan.	Starred Reviews
Baby Brains and Robo Mom	James Simon	Fiction	Kids will giggle and parents will smile (a bit sheepishly) as the world's smartest tyke invents a robot that does the chores, and then some. Everyone knows that Baby Brains is the smartest baby in the universe. He's certainly clever enough to see how tired Mom and Dad seem to get keeping house and looking after him. Then Baby Brains has a big idea. He puts his genius to work building RoboMom, who can cook, clean, and do the laundry. The new invention is a smashing success . . . until RoboMom takes on a few too many duties, and the family gets more help than they bargained for!	Starred Reviews
Incredible Inventions	Lee Bennett Hopkins	Informational Nonfiction	Inventions can be big, like roller coasters, or small, like crayons. And inventors can be scientists or athletes or even boys and girls! It's hard to imagine life without Popsicles, basketball, or Band-Aids, but each started with just one person and a little imagination. With sixteen original poems selected by Lee Bennett Hopkins and Julia Sarcone-Roach's imaginative artwork, *Incredible Inventions* celebrates creativity that comes in all shapes and sizes. What will you invent today?	
Oh No! Not Again!: (or How I Built a Time Machine to Save History) (or at Least my History Grade)	Mac Barnett	Fiction	A genius girl has missed the first question on her history test, costing her a perfect score. She just can't accept getting something wrong so she builds a time machine to go back in time to make her answer correct. Will the changes she makes in the past cause big problems in the future?	Starred Reviews

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Unit 6: Stories Have a Message

Title	Author	Genre	Summary Notes	Awards
Me . . . Jane	Patrick McDonnell	Biography	The biography of Jane Goodall as a young girl and how she loves her stuffed monkey toy and how she became a young observer of nature. The last page will open potential for a wonderful discussion.	Caldecott Honor Books Past Children's Books of the Year 2012–Ages 5–9
Blackout	John Rocco	Realistic Fiction	The power in the city goes out and people's creativity brings them together.	Randolph Caldecott Medal Honorees School Library Journal Best Books
My Brother Charlie	Holly Peete Robinson	Realistic Fiction	Claire's twin brother, Charlie, has autism. He is very good at many things, but needs patience and kindness with others.	Comstock Read-Aloud Award Cooperative Children's Book Center Choices, 2000–Present Teachers' Choices
The Kissing Hand	Audrey Penn	Realistic Fiction/Animal Fantasy	A young raccoon suffers separation anxiety on his first day of school. His mother comforts him with a special gift to carry with him to school.	
Should I Share My Ice Cream?	Mo Willems	Humorous Fiction/ Animal Fantasy	An elephant & piggie book. Gerald has to decide if he should share his ice cream before it melts.	ALSC 2012 Picks Cooperative Children's Book Center Choices, 2000–Present
Chopsticks	Amy Krouse Rosenthal	Fantasy	The story of how chopsticks adapt when they are separated by an accidental "breakup."	Notable Children's Books in the English Language Arts Teachers' Choices
Bun Bun Button	Patricia Polacco	Realistic Fiction	Paige Darling loves her stuffed bear Bun Bun Button and to snuggle with Gramma and all her pets in the cozy chair. But one day after playfully tying a balloon to Bun Bun's arm, he floats away. Will Paige recover?	Children's Choices Starred reviews
How Chipmunk Got His Stripes: A Tale of Bragging and Teasing	James Bruchac and Joseph Bruchac	Native American Folk Tale	When Bear and Brown Squirrel have a disagreement about whether Bear can stop the sun from rising, Brown Squirrel ends up with claw marks on his back and becomes Chipmunk, the striped one.	School Library Journal Starred Reviews
Rabbit's Snow Dance : A Traditional Iroquois Story	Joseph Bruchac	Native American Folk Tale	Rabbit's Snow Dance Master storytellers Joseph and James Bruchac present a hip and funny take on an Iroquois folktale about the importance of patience, the seasons, and listening to your friends.	Best Children's Books of the Year
Here Comes the Garbage Barge	Johan Winter	Realistic Fiction	When a little town on Long Island runs out of room to dispose of its garbage, 3,168 tons of it are piled on a garbage barge that travels down the coast. But where will all this trash be dumped? With art built from junk, toys, and found objects, this humorous book drives home the message that we can't produce unlimited waste without consequences.	Notable Children's Trade Books in the Field of Social Studies Publishers Weekly Starred Reviews School Library Journal Best Books School Library Journal Starred Reviews
Hooray for Hat	Brian Won	Fiction	A simple yet wonderful story about sharing and friendship. Great discussion opener about how it feels good to do something nice for others.	

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Unit 7: Holidays and Celebrations

Title	Author	Genre	Summary Notes	Awards
A New Year's Reunion	Yu Li-Qiong	Realistic Fiction	A Chinese family celebrates the Chinese New Year when Father returns home.	ALSC Notable Children's Books School Library Journal Starred Reviews
Yes Day!	Amy Krouse Rosenthal	Fiction	An unnamed boy describes his favorite day of the year: Yes Day. On this day, every request the boy has is granted! He gets to eat pizza for breakfast; he gets hair gel and an ice-cream cone; he even has a food fight! Read what else Yes Day will bring.	Children's Core Collection, 20th ed. and Supplements
George Washington's Birthday: A Mostly True Tale		Historical Fiction	A humorous look at what George Washington's 7th birthday may have looked like, with many historical facts.	Cooperative Children's Book Center Choices, 2000–Present
Giving Thanks: A Native American Good Morning Message	Jake Swamp	Inspirational Poetry	A Mohawk Indian daily traditional salute to Mother Earth and all her beauty, the "good morning message" reminding us to be grateful for all Mother Nature bears.	Star Reviews Wilson's Children Five Owls
No Year of the Cat	Mary Dodson Wade	Chinese Folklore	When no one in the kingdom can remember when important events have occurred, the emperor decides it's time to create a 12-year calendar. The first 12 animals to win a race across the kingdom's rushing river become the Chinese zodiac we know today.	
Throw Your Tooth on a Roof	Selby B. Beeler	Informational Nonfiction	Different tooth loss traditions of the world.	Children's Core Collection, 20th ed. and Supplements
Sarah Gives Thanks: How Thanksgiving Became a National Holiday	Mike Allegra	Historical Nonfiction	Sarah Josepha Hale made it her personal mission to ensure that Thanksgiving became a national holiday. Follow this determined woman as she doesn't take no for an answer and finally has her dream come true.	Horn Book Guide Titles, Rated 1–4 Kirkus Books of Special Note Library Media Connection Starred Reviews
Balloons Over Broadway: The True Story of the Puppeteer of Macy's Parade	Melissa Sweet	Informational Nonfiction	Learn about the man behind the Macy's Thanksgiving Day parade's giant balloons: Tony Sarg. With her brilliant illustrations, Caldecott Honor artist Melissa Sweet captures Sarg's genius, dedication, zest for play, and his gift to an American Thanksgiving Day tradition.	Best Children's Books of the Year Children's Core Collection, 20th ed. and Supplements Horn Book Guide Titles, Rated 1–4 Texas Bluebonnet Award Master Lists
Incredible Inventions	Lee Bennett Hopkins	Informational Nonfiction	It's hard to imagine a life without the inventions we've come to know so well, Band-Aids, Popsicles, and basketballs, to name a few. But each started with just one person and a little imagination. Incredible Inventions celebrates creativity with sixteen original poems selected by Lee Bennett Hopkins and the imaginative artwork by Julia Sarcone-Roach.	
Oh No! Not Again!: (or How I Built a Time Machine to Save History) (or at Least My History Grade)	Mac Barnett	Fiction	A genius girl has missed the first question on her history test, costing her a perfect score. She just can't accept getting something wrong so she builds a time machine to go back in time to make her answer correct. Will the changes she makes in the past cause big problems in the future?	Starred Reviews

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Unit 8: Weather and Season

Title	Author	Genre	Summary Notes	Awards
Awesome Autumn	Bruce Goldston	Informational Nonfiction	Autumn is awesome! Why? The leaves change color; animals are abuzz as they prepare for the winter months; people harvest crops; and Halloween gives kids a chance to dress up as their favorite scary creatures. But that's not all. Jump into this book like you would a pile of autumn leaves to discover the other awesome things about autumn.	Cooperative Children's Book Center Choices, 2000–Present Horn Book Guide Titles, Rated 1–4 Kirkus Books of Special Note
And Then It's Spring	Julie Fogliano	Realistic Fiction	A child's anticipation of Spring and the sprouting of a single seed.	Boston Globe/Horn Book Award Honorees, Children's Core Collection, 20th ed. and Supplements
Planting the Wild Garden	Kathryn O. Galbraith	Informational Nonfiction	How seeds spread themselves in nature to germinate.	Outstanding Science Trade Books for Students K–12 Publishers Weekly Starred Reviews Science Books & Films Best Books Science Books & Films Editor's Choice
The Story of Snow	Mark Cassino	Informational Nonfiction	Story of how snowflakes begin their "life" and the many different types of snowflakes. Ends with an activity on how to catch your own snow crystal.	Starred Reviews, Outstanding Science Trade Books for Students K–12 Science Books and Films Editor's Choice
Over and Under the Snow	Kate Messner	Nonfiction, Animals, Winter	The world of the winter underground... how squirrels and snowshoe hares, bears and bullfrogs, and many other animals live through the winter, safe and warm under the snow.	Outstanding Science Trade Books for Students K–12 Notable Children's Books in the English Language Arts
Forever Friends	Carin Berger	Fiction	A blue bird and a brown rabbit frolic together through spring, summer, and fall. By late autumn, the bird announces that it must fly south but promises to be back once the weather warms up again. The rabbit spends the cold winter months missing its friend, while the bird longs for the bunny. Before long, spring returns and the two are reunited. The succinct prose touchingly expresses the value of friendship between these two very different creatures. Although they must spend a portion of the year apart, there is still the promise of more good times to come, which shows young readers the value of patience.	Starred Reviews
Sunshine Makes the Seasons	Franklyn M. Branley, illustrated b y Michael Rex	Informational Nonfiction	The sun shines down on Earth; it provides us with warmth and light. However, the sun also gives Earth's its seasons. From winter to spring, to summer to fall, the light of the sun affects life on Earth for all. Prepare to take a look at the only star in our solar system in a different way.	
On Earth	Brian G. Karas	Informational Nonfiction	This poetic text describes Earth's daily and yearly cycles. The paintings in the book are as simple, showing night and day, and the passage of seasons as children go to school, celebrate birthdays, and stand by trees as they follow their life cycle.	
Four Seasons Make a Year	Anne F. Rockwell	Informational Nonfiction	What happens in the Spring? What happens in the Summer? How about the Fall and Winter? Find out in this book about the four seasons of the year.	
It's Snowing	Gail Gibbons	Informational Nonfiction	Learn all there is to know about snow. What exactly is it and how is it made? Where does it snow the most? If a big snowstorm is coming, what can you do to prepare for it? The answers to these questions and many more are included in this volume full of fun facts.	Best Books for Children Preschool Through Grade 6, Supplement to the 9th ed. Best Children's Books of the Year Children's Core Collection, 20th ed. and Supplements Horn Book Guide Titles, Rated 1–4
When Rain Falls	Melissa Sweet	Informational Nonfiction	Where do the animals go when it rains? It all depends on the animal! Bees hide in hives, squirrels use their tails like umbrellas, and caterpillars crawl under leaves. Young readers will have a first glimpse at how different animals in different habitats behave during a thunderstorm.	Best Books for Children Preschool Through Grade 6, 9th ed. Children's Catalog, 19th ed. and Supplements Children's Core Collection, 20th ed. and Supplements Science Books & Films Editor's Choice

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Unit 9: Meeting Our Needs and Wants

Title	Author	Genre	Summary Notes	Awards
Pancho Rabbit and the Coyote: A Migrant's Tale	Duncan Tonatiuh	Modern Fable	An animal cast creates a valuable portrait of the often-perilous journeys of migrant Mexicans who seek work in the United States.	Kirkus Books of Special Note Publishers Weekly Starred Reviews
Jimmy the Greatest	Jairo Buitrago	Realistic Fiction	Jimmy is inspired to grow up to be like boxer Muhammad Ali but finds there are more important things closer to home.	Horn Book Star Review School Library Journal Best Books
Chirchir Is Singing	Kelly Cunnane	Realistic Fiction	Chirchir just wants to make herself useful like all her other family members. But she drops Mama's water bucket, spills Kogo's tea, and sends Baba's potatoes tumbling down the hill. Isn't there something that Chirchir does best? Set in the rolling hills of rural Kenya, this is a wise and lyrical story about belonging.	Children's Books of the Year 2012—Ages 5–9
How Did That Get in My Lunchbox?	Christine Butterworth	Informational Nonfiction	Every kid knows food comes from the grocery store, but this appetizing book encourages elementary-age readers to think about where it comes from "before it was in the store."Taking stock of the contents of a typical school lunch box, Butterworth and illustrator, Gaggiotti, serve up a tantalizing and easy-to-digest overview of seven familiar ingredients' journeys, from the bread holding a sandwich together to the chocolate chips in a cookie. Each well-designed double-page spread whisks readers from the farm (or grove or orchard) through the production process (at the mill, the bakery, the dairy, etc.) to the delivery of the final product.	Outstanding Science Trade Books for Students K–12
50 Cents and a Dream: Young Booker T. Washington	Jabari Isim	Biography	Growing up, Booker T. Washington endured struggles as he lived through slavery and pursued his dream with nothing but fifty cents in his pocket when he headed for the Hampton Institute and a college degree. Learn how he became a leader for the African American community and made his dream a reality.	Cooperative Children's Book Center Choices, 200–Present Kirkus Best Books SLJ Best Books
The Vegetables We Eat	Gail Gibbons	Informational Nonfiction	A clear, informative introduction to eight groups of vegetables, categorized by the part of the plant that is eaten.	Starred Reviews
Do I Need It? Or Do I Want It?: Making Budget Choices	Jennifer S. Larson	Informational Nonfiction	Few books about money issues aim for a very young audience, and this title in the new Exploring Economics series does it well in a friendly, interactive, question-and-answer format about getting money, spending it, and saving it. How do kids choose what to do with their earnings, from an allowance, a gift, or being paid to do chores? Should they spend it all right away on impulse buys, like candy; save up for a camera, a toy, or a video game; or donate to a worthy cause? Larson discusses the options and includes a quick view of how grown-ups make money, spend, and save; essentials and choices in families; and, on a larger scale, budgets in cities, schools, and businesses.	Best Books for Children Preschool Through Grade 6, Supplement to the 9th ed. Children's Core Collection, 20th ed. and Supplements Horn Book Guide Titles, Rated 1–4
Need It or Want It?	Colleen Hord	Informational Nonfiction	Young readers will distinguish between wants and needs and the choices people make.	Children's Core Collection, 20th ed. and Supplements
A Life Like Mine	UNICEF	Informational Nonfiction	Looks at what life is like for children of different countries focusing on every child's right to clean water, good health, education.	Library Media Connection Starred Reviews Notable Children's Trade Books in the Field of Social Studies
Mimi's Village: and How Basic Health Care Transformed It	Katie Smith Milway	Informational Nonfiction	Mimi Mahalo and her family help bring basic health care to their community. By making small changes like sleeping under mosquito nets and big ones like building a clinic with outside help, the Mahalos and their neighbors transform their Kenyan village from one afraid of illness to a thriving community.	Best Children's Books of the Year

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Unit 10: Forces and Motion

Title	Author	Genre	Summary Notes	Awards
Hot Air: The (Mostly) True Story of the First Hot-Air Balloon Ride	Marjorie Priceman	Informational	Inventive illustrations depict the true story of the duck, sheep, and rooster that were "ballooning's first brave passengers"when the Montgolfiers tested their hot-air balloon in 1783.	Starred Reviews Randolph Caldecott Medal Honorees
Going Up! Elisha Otis's Trip to the Top	Monica Kulling	Informational Nonfiction	As a boy in the early 1800s, Otis enjoyed watching the pulleys and ropes hoist--and occasionally drop--hay on his family's farm. After his grist mill, which he built himself, went bust, he found success creating a rail-turner machine for a bed-frame factory and inventing a hoisting platform for heavy machinery. Unlike the pulleys and ropes of his boyhood, this platform had a safety break to avoid crashes. But when Otis expanded his operation to make elevators that would hoist people, spectators were skeptical. A daring demonstration in the Crystal Palace of the 1854 World's Fair in New York convinced the audience of the viability of elevators and paved the way for skyscrapers.	Journal reviewed
Castle: How It Works	David Macaulay	Informational Nonfiction	This early reader provides an intimate tour of a complex structure that budding engineers and/or young history buffs will love. The structure is first described from afar with "tall towers...and a wide moat," then in greater detail once "you get past the guards." A variety of castle dwellers are briefly introduced, from the blacksmith to the lord and lady, as are the configurations of the rooms and fortifications.	Cooperative Children's Book Center Choices, 2000–Present Horn Book Guide Titles, Rated 1–4 Kirkus Best Books
Galileo's Leaning Tower Experiment: A Science Adventure	Wendy Macdonald	Informational Nonfiction	In Italy, 1589, Massimo drops lunch to his uncle from a bridge, so the food falls into his uncle's boat. One day, Galileo notices that the bread and wheel of cheese land in the boat at the same time. But Aristotle had said that heavy things fall at a faster rate than light ones. Will Galileo and Massimo be able to prove Aristotle's theory wrong?	Cooperative Children's Book Center Choices, 2000–Present
Motion	Kay Monolis	Informational Nonfiction	Simple text and full color photographs introduce beginning readers to motion.	Children's Core Collection, 20th ed. and Supplements Horn Book Guide Titles, Rated 1 - 4
Forces and Motion	Clint Twist	Informational Nonfiction	From pushing and pulling, to direction, slope, and friction, this innovative book explores the basic concepts of force and motion. With accessible scientific language, full-color photography, and clear illustrations, children will also learn that force and motion can actually change the shape of an object.	
Motion: Push and Pull, Fast and Slow	Darlene R. Stille	Informational Nonfiction	Offers an introduction to the principles of motion, describing inertia, gravity, and friction.	
Forces Make Things Move	Kimberly Brubaker Bradley	Informational Nonfiction	Simple language and humorous illustrations show how forces make things move, prevent them from starting to move, and stop them from moving.	
Making Things Move	Sian Smith	Informational Nonfiction	Making Things Move introduces young learners to the forces that make things move and the different ways in which things can move. Readers will learn that things can move in many directions and that pushing and pulling can make something change direction.	
And Everyone Shouted, "Pull!": A First Look at Forces and Motion	Claire Llewellyn	Informational Nonfiction	Learn about forces and motion as you join the farm animals on their trip to the market. The wheels on their cart help when they push, pull, and stop on their journey.	
Groovy Gravity	Rena B. Korb	Informational Nonfiction	Introduces gravity, discussing how it works on Earth and in space and how humans are suited to Earth's gravity.	

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Unit	Knowledge Strand	Grade 1
1	Government and Citizenship	**Being a Good Community Member** Why do people get involved in their communities?
2	Character	**Many Kinds of Characters** How do we learn about characters?
3	Life Science	**Plants and Animals Grow and Change** Why do living things change?
4	Point of View	**Stories Have a Narrator** How do people create stories?
5	Technology and Society	**Technology at Work** How can technology make a difference in our lives?
6	Theme	**Stories Teach Many Lessons** What can we learn from a mistake?
7	History and Culture	**Past, Present, and Future** Why is the past important?
8	Earth Science	**Observing the Sky** Why do the sun and moon capture our imagination?
9	Economics	**We Use Goods and Services** Why do people trade with each other?
10	Physical Science	**Exploring Sound and Light** How would our lives be different without sound and light?

Unit 1: Being a Good Community Member

Title	Author	Genre	Summary Notes	Awards
Who Says Women Can't Be Doctors?: The Story of Elizabeth Blackwell	Tanya Lee Stone	Biography	This biography depicts how a brave and curious girl named Elizabeth Blackwell succeeded against great opposition to become the first female doctor in the United States.	Starred Reviews Parents Magazine Best Nonfiction Picture Book of 2013 NPR Best Books of 2013
Stand Straight. Ella Kate: The True Story of a Real Giant	Kate Klise	Biography	Born in 1872, Ella Kate Ewing grew up on a Missouri Farm. She soon towered over her friends, and had a hard time fitting in. She overcame her disability to become an highly educated philanthropic traveler.	Best Books of the Year List 2011 Cooperative Children's Book Center Choices, 2000–Present Notable Children's Trade Books in the Field of Social Studies Teachers' Choices
If America Were a Village: a Book about the People of the United States	David J. Smith	Informational Nonfiction	In the book, readers imagine that 100 people represent the world population. Readers learn about nationalities, religions, food, resources, money, languages, and more. Through the use of clear and simple statistics, readers get an eye-opening understanding of a modern world.	
Martin's Big Words	Doreen Rappaport	Biography	A pictorial biography of Dr. Martin Luther King, Jr., which paints the life of the bravest civil rights leader of the twentieth century, using the words of his own eloquent speech.	Wilson's Children 10/01/10 Caldecott Honor Coretta Scott King Honor Book New York Times Notable Book of the Year
Cold Snap	Eileen Spinelli	Realistic Fiction	Community life in a cold, cold, town. People are freezing to death. This cold snap just won't end. Just as the townspeople begin to accept their frigid fate, the mayor's wife has a hot idea that's sure to thaw a few hearts.	Booklist Beest of Children's Books 2012 Starred Reviews Kirkus Best Books
Benny and Penny in The Big No-No!	Geoffrey Hayes	Fiction	Benny and his sister Penny suspect that Benny's pail may have been stolen by their new neighbor. Even though it's a "no-no," they sneak into their neighbors' yard. Eventually, all the characters learn about trust and develop new friendships.	2010 Theodor Seuss Geisel Medal Winner

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Unit 2: Many Kinds of Characters

Title	Author	Genre	Summary Notes	Awards
Little Red Writing	Joan Holub	Fiction	Written with wit, humor, and puns galore, this fractured fairy tale features Little Red, a pencil in search of a story. Given a writing assignment by her teacher Ms. 2, Little Red travels down the story path with a basket of red nouns looking for the kind of tale that will allow her to display bravery and fight evil, "because red is the color of courage. But what would a brave pencil do?"	School Library Journal Best Books of the Year Starred Reviews Kirkus Reviews Best Children's Books of 2013
Helen Keller's Best Friend Belle	Holly M. Barry	Biography	Meet the dog who never left Helen Keller's side as you learn all about Helen Keller's young life, discover her struggle to communicate, and meet the furry friend who followed her everywhere.	Journal Reviewed
The Man With the Violin	Kathy Stinson	Realistic Fiction	Story of a renowned master violinist who played a free concert in the subway. Unfortunately, no one paid attention except young Dylan, who was someone who noticed things.	Starred Reviews Kirkus Reviews Best Books of 2013
Henry and Mudge and the Great Grandpas	Cynthia Rylant	Humorous Fiction	Henry and his dog, Mudge, don't know quite what to expect when they go to visit Great-Grandpa Bill, who lives in a house with other grandpas. But what starts out as a quiet afternoon on the porch turns into a fun-filled event.	Booklist Starred Reviews Children's Notable Books Theodor Seuss Geisel Award Winner (2006)
Sadie and Ratz	Sonya Hartnet	Realistic Fiction	Sadie and Ratz are the names of the hands that always cause trouble, until "BabyBoy" comes along causing trouble of his own.	School Library Journal Best of 2012
The Relatives Came	Cynthia Rylant	Realistic Fiction	Relatives from Virginia come to visit. The summer is full of food, music, and hugs!	1986 Caldecott Honor Book Starred Reviews
Cecil the Pet Glacier	Matthea Harvey	Fiction	The author/illustrator wants to make a book about a cute little mouse. But the author/illustrator has competition—her fat cat Chester tries to rewrite the book using a thick red marker.	Starred Reviews
Chester	Melanie Watt	Animal Fantasy	As the author/illustrator attempts to create a picture book about a mouse in a house, her rotund feline, Chester, sends the mouse packing and attempts to rewrite the story with his handy red marker.	Children's Choices Kirkus Books of Special Note Notable Children's Books in the English Language Arts (NCTE)
There Is a Bird on Your Head	Mo Willems	Animal Fantasy	In this Elephant and Piggy Book, Gerald learns that there are worse things than a bird on your head, namely, two lovebirds, a nest, and three hatchlings.	Cooperative Children's Book Center Choices, 2000–Present School Library Journal Best Books School Library Journal Starred Reviews Theodor Seuss Geisel Award Winners (2008)
Strega Nona	Tomie dePaola	Fables	Both written and artfully illustrated by the author, the story of an old witch and her magical pasta pot unfolds to the delight of the tale's youthful audience.	Caldecott Honor
Amelia and Eleanor Go for a Ride	Pam Munoz Ryan	Realistic Fiction	Back in 1993, Amelia Earhart and Eleanor Roosevelt took a spontaneous flight. They left a dinner party at the White House and took a glorious adventure ride—all while dressed up in glamorous dinner party gowns.	Cooperative Children's Book Center Choices, 2000–Present Notable Children's Trade Books in the Field of Social Studies Teachers' Choices
There's a Wolf at the Door	Zoe B. Alley	Informational Nonfiction	Face-to-face with three little pigs, the boy who cried wolf, Little Red Riding Hood, sheep who see instantly through his sheep's clothing disguise, and seven canny goslings who would rather not be eaten, the dapper, top-hatted lupine protagonist's attempts to secure a tasty dinner for himself are constantly thwarted. But the clever wolf always bounces back from these dinnerless evenings with a cunning new plan.	Starred Reviews, Cooperative Children's Book Center Choices Notable Children's Books in the English Language Arts 2009 (NCTE)

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Unit 3: Plants and Animals Grow and Change

Title	Author	Genre	Summary Notes	Awards
Caterpillars	Marilyn Singer	Informational Nonfiction	Biological information introduced by a poem and enhanced with beautiful photography.	NSTA Outstanding Science Trade Books for Students K–12, Children's Core Collection, 20th ed. and Supplements
One Red Apple	Harriet Ziefert	Informational Nonfiction	A single apple contains an entire story. After it's picked and eaten by a child, birds peck at the core and spread seeds that grow into new trees. Ziefert's spare, poetic text directs readers through a rough outline of the basic process. The illustrator, Karla Gudeon's, rustic paintings evoke handmade quilts, with detailed borders and textured country fields. A solid autumn selection.	Best Books for Children Preschool through Grade 6, Supplement to the 9th ed.
Butterflies	Seymour Simon	Informational Nonfiction	This book vividly explores the life cycles of butterflies and moths and offers readers amazing and fun facts about these fascinating insects.	Booklist Starred Reviews, 2012 NSTA Outstanding Science Trade Books for Students K–12
Hatch!	Roxie Monroe	Informational Nonfiction	Readers learn about different types of birds with this fun guessing game.	NSTA Outstanding Science Trade Books for Students K–12
Frogs	Nic Bishop	Informational Nonfiction	Amazing photographs and fun simple facts engage readers as they learn about a wide range of different frogs.	NSTA Outstanding Science Trade Books for Students K–12 School Library Journal Best Books School Library Journal Starred Reviews Teachers' Choices
The Voyage of Turtle Rex	Kurt Cyrus	Realistic Animal Fiction	A prehistoric turtle hatches, crawls to the ocean. Most survive amongst dinosaur ocean creatures and return to the same beach to lay eggs.	NSTA Outstanding Science Trade Books for Students K–12 Publishers Weekly Starred Reviews School Library Journal Starred Reviews
Nightsong	Ari Berk	Realistic Fiction/Animal Fantasy	A young bat named Chiro heads off for his first time alone with only his "good sense" (echolocation) to guide him.	Starred Reviews Horn Book Guide Titles, Rated 1–4 Kirkus Books of Special Note
Dolphin Baby!	Nicola Davies	Informational Nonfiction	Learn about the ocean through the eyes of a newborn baby dolphin as he swims with and learns from his mother how to survive.	Library Media Connection Starred Reviews NTSA Outstanding Science Trade Books for Students K–12
Seeds, Bees, Butterflies and More!: Poems for Two Voices	Carol Gerber	Informational Poetry	Eighteen two-voiced poems explore relationships in nature. Readers will encounter whimsical poems about pollination, the role of sunlight, the purpose of roots, and more.	
No Monkeys, No Chocolate	Melissa Stewart	Informational Nonfiction	Young readers will get the giggles while learning how one of their favorite foods—chocolate—comes about via the help of mascots, lizards, and monkeys who munch on cocoa pods and spit out the seeds.	Cooperative Children's Book Center Choices, 2000–Present Kirkus Best Books Kirkus Books of Special Note NTSA Outstanding Science Trade Books for Students K–12
From Seed to Plant	Gail Gibbons	Informational Nonfiction	Discovering the evolving growth of a plant, children learn about the growth cycle, and are invited to practice, given the "From Seed to Plant" project.	
What Do You Do With a Tale Like This	Steve Jenkins	Informational Nonfiction	Animals can do some amazing things! Young readers explore the remarkable things animals can do with their eyes, noses, mouths, tails, and more.	Starred Reviews Randolph Caldecott Medal Honorees

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Unit 4: Stories Have a Narrator

Title	Author	Genre	Summary Notes	Awards
Uncle Andy's	James Warhola	Biography	Andy Warhol's nephew leaves his rural farm to visit Uncle Andy in NYC.	Children's Core Collection, 20th ed. and Supplements Starred reviews
The Hello, Goodbye Window	Norton Juster	Realistic Fiction	Everything happens at the kitchen window. For one little girl, it is where she and her grandparents look at the stars, play games, and say hello and goodbye.	Starred Reviews Caldecott Medal 2006
Grandpa Green	Lane Smith	Realistic Fiction	A great-grandson's storytelling of a grandfather's memories. Opens discussion of families, memories, sharing and a hint of Alzheimer's.	Randolph Caldecott Medal Honorees, School Library Journal Best Books, School Library Journal Starred Reviews
Migrant	Maxine Trottier	Realistic Fiction	Retelling of a migrant worker's journey back to the fields from a child's perspective.	ALSC Book Picks, Starred Reviews New York Times Best Illustrated Books 2011
I Lost My Tooth In Africa	Penda Diakite	Realistic Fiction	Amina hopes she will lose her tooth while visiting her family in West Africa. The African tooth fairy exchanges a chicken for your tooth. When this happens, Amina hopes her chicken will lay eggs before she has to return to America. Written by a twelve-year-old.	Children's Notable Books Cooperative Children's Book Center Choices, 2000–Present Notable Children's Books in the English Language
Redwoods	Jason Chin	Informational Fiction/ Fantasy	A boy finds a book of facts about redwood trees, on the subway and how these trees have lived from paleolithic to medieval to present day and quickly gets pulled in, only to find a forest of them waiting for him when he steps off the subway.	Notable Children's Books in the English Language Arts Outstanding Science Trade Books for Students K–12
Orani: My Father's Village	Claire A. Nivola	Informational Nonfiction	A daughter and her father revisit his childhood home in Sardinia and find inspiration in the heartwarming village of Orani.	Cooperative Children's Book Center Choices, 2000–Present Starred Reviews
Clever Jack Takes the Cake	Candace Fleming	Modern Fairy Tale	Poor Jack trades in his working tools for ingredients to make a birthday gift for the beautiful princess's birthday party. On his way to the castle, his cake is sabotaged and all he has left is the story to tell. The princess is thrilled.	Notable Children's Books in the English Language Arts Publishers Weekly Starred Reviews School Library Journal Best Books School Library Journal Starred Reviews
The Obstinate Pen	Frank W. Dormer	Fantasy	When Uncle Flood tries to write something with a pen, the pen decides to write something else instead! Officer Wonkle doesn't know what to do with the pen any more than Flood does. Young Horace, though, has an idea that just may work.	Horn Book Starred Reviews, Notable Children's Books in the English Language Arts
Looking at Lincoln	Maira Kalman	Biography	A little girl wants to know things about Abraham Lincoln. But she wants to know about the things that very few people know. She learns that he had a dog named Fido, loved to eat apples and his wife's vanilla cake, and kept notes in his big hat.	BCCB Blue Ribbons, Cumulative Children's Choices Cooperative Children's Book Center Choices, 2000–Present Publishers Weekly Starred Reviews School Library Journal Best Books School Library Journal Starred Reviews
Coral Reefs	Jason Chin	Informational Nonfiction	Coral reef ecology through the eyes of a young girl reading a library book about the ocean that comes to life.	Kirkus Best Books Kirkus Books of Special Note Outstanding Science Trade Books for Students K–12 Science Books and Films Best Books Science Books and Films Editor's Choice
House Held Up by Trees	Ted Kooser	Realistic Fiction/Animal Fantasy	A story of the life of a well-loved house and how it changed over the years.	Booklist Starred Reviews
Won Ton: A Cat Tale Told in Haiku	Lee Wardlaw	Realistic Fiction	In a series of haiku (technically "senryu"), a cat narrates the tale of his adoption from an animal shelter and his new life.	Notable Children's Books in the English Language Arts School Library Journal Best Books Starred Reviews
I'm My Own Dog	David Ezra Stein	Fiction	A dog's narrative about how he is his own dog who eventually finds a person whom he takes for walks, tells him to sit (on a park bench), cleans up after him (dropped ice cream on the sidewalk), and how he's grown quite attached to his "little fella."	Starred Reviews

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Unit 5: Technology at Work

Title	Author	Genre	Summary Notes	Awards
How Did That Get in My Lunchbox?	Christine Butterworth	Informational Nonfiction	This book will satisfy readers curious about where their food comes from. The author details how food is grown on farms and orchards and processed at mills, bakeries, and more.	Outstanding Science Trade Books for Students K–12
Pop! The Invention of Bubble Gum	Meghan McCarthy	Informational Nonfiction	Chewing gum has been around for centuries. In 1920, a factory in Philadelphia set out to invent a chewing gum that would allow people to blow bubbles. The workers experimented for months, but all they ended up with was a sticky mess, until they made an unexpected discovery in a most unusual way.	Starred Reviews
The Glorious Flight: Across the Channel with Louis Bleriot	Alice Provensen	Biography	French aviation pioneer Louis Bleriot commits himself to the pursuit of flying and becomes the first man to fly across the English Channel.	Randolph Caldecott Medal Winners
Brave Girl: Clara and the Shirtwaist Makers' Strike of 1909	Michelle Markel	Informational Nonfiction	Clara Lemlich and her parents escaped the Kishinev progrom of 1903 and traveled to America. Unfortunately, Clara has to work in awful conditions within the V.S. garment industry. She leads others to strike and fight for justice and better working conditions.	Booklist Starred Reviews Kirkus Books of Special Note Publishers Weekly Starred Reviews School Library Journal Starred Reviews
Milton Hershey: Chocolate King, Town Builder	Charnan Simon	Biography	This biography documents the determined perseverance of Hershey Chocolate Company's founder and his generous community spirit.	
Next Stop Grand Central	Maira Kalman	Informational Nonfiction	A bustling tribute to the busiest train station on Earth.	Booklist Starred Reviews Notable Children's Trade Books in the Field of Social Studies School Library Journal Starred Reviews
The Boy Who Harnessed the Wind	William Kamkwamba	Biography	Self-taught fourteen-year-old William Kamkwamba saves his drought-blighted Malawi village by making a windmill from only scrap parts and information found in science books from his local library.	Publishers Weekly Starred Reviews
Machines Go to Work in the City	William Low	Realistic Fiction	There are many machines that work on city streets. Take a tour of a busy city and see dump trucks, garbage trucks, cranes, airplanes, and other hard-working machines.	Starred Reviews
All Aboard!: Elijah McCoy's Steam Engine	Monica Kulling	Informational Nonfiction	Elijah McCoy was fascinated by machines and went to Scotland to study mechanical engineering. Despite this, when he returned to the United States the railroad would only hire him to shovel coal—because Elijah McCoy was African American. Undaunted, he went on to invent something that would be used by railroads around the world.	

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Unit 6: Stories Teach Many Lessons

Title	Author	Genre	Summary Notes	Awards
A Bus Called Heaven	Bob Graham	Fantasy	Stella awoke one morning to find an abandoned bus, with the word "Heaven" painted on the front, parked on the street outside her house. Her whole community came together to fix up the interior of the bus and turn it into a place where they could play games and have fun.	Booklist Starred Reviews Cooperative Children's Book Center Choices, 2000–Present Kirkus Books of Special Note
The Tortoise and the Hare	Jerry Pinkney	Fable	In this beautiful retelling of a famous fable, the tortoise and the hare race in a Southwestern desert past cacti, sand, and stones, as a crowd of other animals cheer them on.	School Library Journal Best Books School Library Journal Starred Reviews
That Is NOT a Good Idea!	Mo Willems	Fiction	A sly fox in a top hat lures a plump goose into taking a stroll. The goose is repeatedly warned "That is NOT a good idea!" Readers will likely want to join in on the warning until they reach the surprise ending.	School Library Journal Best Books School Library Journal Starred Reviews
Penny and Her Marble	Kevin Henkes	Realistic Fiction	When Penny steals a shiny, irresistible marble, her guilt teaches her a valuable lesson.	Starred Reviews
Extra Yarn	Mac Barnett	Fantasy Fiction	On a cold, snowy day, Annabelle finds a box filled with yarn. Seemingly ordinary, Annabelle soon learns that the box has magical powers.	Starred Reviews
The Cloud Spinner	Michael Catchpool	Fantasy Fiction	A gifted boy has the unique ability to weave cloth from clouds. The cloth changes color throughout the day: it is gold in the morning, white in the afternoon, and red as the sun sets. He spins just enough cloth to create a scarf, but the greedy king wants an entire new wardrobe. As the boy does what he is commanded, the world begins to change around him.	Best Children's Books of the Year Children's Core Collection, 20th ed. and Supplements Horn Book Guide Titles, Rated 1–4
The Lorax	Dr. Seuss	Fantasy Fiction	The Once-ler ponders how he destroyed the environment while expanding his business and in the end encourages a young boy to plant seeds and redevelop the environment.	
The Giving Tree	Shel Silverstein	Fiction	All the giving tree wants to do is to make a young boy happy. The tree's generosity lasts throughout the boy's life: the tree gives apples when the boy is young, the tree gives wood when the boy is an adult, and the tree provides a place to sit when the boy is an old man.	Genrefied Classics: A Guide to Reading Interests in Classic Literature Horn Book Guide Titles, Rated 1–4

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Unit 7: Past, Present, and Future

Title	Author	Genre	Summary Notes	Awards
Heroes of the Surf	Elisa Carbone	Informational Nonfiction	A story of the recuse of two boys based on the historic shipwreck off of the New Jersey shore in 1882.	
Noah Webster and His Words	Jeri Chase Ferris	Biography	Who is behind Webster's American Dictionary? Noah Webster that's who. Noah Webster was born in 1758 and spent decades working to unite America through language.	Cooperative Children's Book Center Choices, 2000–Present Starred Reviews
These Hands	Margaret H. Mason	Historical Fiction	This moving multigenerational story focuses on hands (the hands of a grandfather who was not allowed to mix dough at a bread factory because he is African American and the hands of a grandson who feels he can do anything) to tenderly reveal the effects of racism and the triumph over discrimination.	Notable Children's Books in the English Language Arts ALSC 2012 Book Picks
All the Way to America: The Story of a Big Italian Family and a Little Shovel	Dan Yaccarino	Biography	A shovel, gifted by the author's great-great grandfather to his own son years ago, provided food for this immigrant family.	Kirkus Best Books Kirkus Books of Special Note Publishers Weekly Starred Reviews School Library Journal Starred Reviews Teachers' Choices
The House That George Built	Suzanne Slade	Informational Nonfiction	Following the framework of *This Is the House That Jack Built,* this historical story shares the details of how George Washington built the first President's House now known as The White House.	Starred Reviews, Junior Library Guild Selection
César Chávez: The Struggle for Justice	Richard Griswold del Castillo	Biography	César Chávez grew up facing poverty and discrimination. As an adult, he organized farm workers to non-violently protest in order to achieve better working conditions and greater equality.	Best Books for Children Preschool Through Grade 6, 9th ed. Starred Reviews, Carter G. Woodson Multicultural Award Winners
Jazz Age Josephine	Jonah Winter	Biography	The life of legendary star Josephine Baker makes for a moving and wonderfully illustrated tale of the triumph over poverty and discrimination, through determination and astounding talent.	Kirkus Books of Special Note, Starred Reviews
The Flag We Love	Pam Munoz Ryan	Informational Nonfiction	Learn all about the American flag in this book, which includes the making of the country's first flag and the writing of "The Star Spangled Banner" as well as the tradition of flying the flag, which began at Lincoln's funeral train, and continues today at the Olympics, at ports of entry to the United States, and on the moon.	Awards: Notable Children's Trade Books in the Field of Social Studies, Understanding Diversity Through Novels and Picture Books
Henry's Freedom Box	Ellen Levine	Biography	Based on a true story, this books tells the life of Henry Brown, a slave who paced years of diversity and devised an ingenious escape—he mailed himself north in a wooden crate and achieved freedom.	Notable Children's Trade Books in the Field of Social Studies Randolph Caldecott Medal Honorees Teachers' Choices
Auntie Yang's Great Soybean Picnic	Ginny Lo	Historical Fiction	On a Sunday drive, a young Chinese-American girl's aunt spots a field of soybeans in Illinois. This discovery develops into an annual tradition in which many Chinese-American families come together for a picnic of soybeans, a traditional Chinese food.	Cooperative Children's Book Center Choices, 2000–Present Kirkus Books of Special Note, School Library Journal Starred Reviews
The Matchbox Diary	Paul Fleishman	Historical Fiction	Follows a girl's perusal of her great-grandfather's collection of matchboxes and small curios that document his poignant immigration journey from Italy to a new country.	Kirkus Best Books Kirkus Books of Special Note Publishers Weekly Starred Reviews School Library Journal Starred Reviews

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Unit 8: Observing the Sky

Title	Author	Genre	Summary Notes	Awards
Stars	Mary Lyn Ray	Realistic Fiction	Humor and poetry convey some of the ways children and their imaginations see and interpret stars.	Children's Core Collection, 20th ed. and Supplements, Starred Reviews, ALSC 2012 Best Picks
Older Than the Stars	Karen C. Fox	Informational Nonfiction	Scientific facts are presented with flair and style in this book of verse that begins with the big bang.	Children's Choices Kirkus Books of Special Note, Notable Children's Books in the English Language, Arts Science Books and Films, Best Books Science Books and Films Editor's Choice.
National Geographic Little Kids First Big Book of Space	Catherine D. Hughes	Informational Nonfiction	Look at the sky, and you may wonder just what makes those faraway stars burn, or what awaits on planets that seem no bigger than your thumbnail. Here, kids take off to outer space for descriptions of stars, galaxies, and planets.	Best Children's Books of the Year
Star Stuff: Carl Sagan and the Mysteries of the Cosmos	Stephanie Roth Sisson	Realistic Fiction	After attending the 1939 World's Fair, Carl Sagan is captivated by the possibility of better understanding the universe. This book follows Sagan's life from childhood and documents his illustrious career.	NTSA Outstanding Science Trade Book (2014)
Out of This World: Poems and Facts about Space	Amy Sklansky	Informational Poetry	Focused on understanding space exploration and the universe, this book combines imaginative poems with facts and explanations.	NTSA Outstanding Science Trade Book (2012)
Eight Days Gone	Linda McReynolds	Informational Poetry	This book of poetry focuses on the eight-day mission of Apollo 11, with details about space travel and the context of NASA's attempts to land on the moon.	NTSA Outstanding Science Trade Book (2012)
How Many Stars in the Sky?	Lenny Hort	Fiction	A father and son begin to count stars together because they can't sleep, but the more stars they count, the more determined they are to count every star they can see.	
The Sun is My Favorite Star	Frank Asch	Read Aloud	This beautifully illustrated volume celebrates the star at the center of our solar system.	

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Unit 9: We Use Goods and Services

Title	Author	Genre	Summary Notes	Awards
Knit Your Bit: A World War I Story	Deborah Hopkinson	Informational Nonfiction	Based on a real knitting event in 1918, this story tells about a boy whose father has gone overseas to fight in World War I and who participates in a knitting competition, making clothing for American soldiers.	Booklist Starred Reviews Horn Book Guide Titles, Rated 1 - 4
All the Way to America: The Story of a Big Italian Family and a Little Shovel	Dan Yaccarino	Biography	The Italian immigrant came to America with his parents' reminders to "Work hard, but remember to enjoy life, and never forget your family," and his shovel, which he handed down through generations. This is the story of how one shovel became the talisman for generations of an Italian immigrant family.	Kirkus Best Books, Kirkus Books of Special Note Publishers Weekly Starred Reviews School Library Journal Starred Reviews Teachers' Choices
What Do We Buy: A Look at Goods and Services	Robin Nelson	Informational Nonfiction	Explains what goods and services are and their importance to the economy.	Best Books for Children Preschool Through Grade 6, Supplement to the 9th ed. Children's Core Collection, 20th ed. and Supplements Horn Book Guide Titles, Rated 1–4
Flower Garden	Eve Bunting	Fiction	A father and daughter buy a window box garden as a birthday surprise for Mom.	
A Chair for My Mother	Vera B. Williams	Classics	This story follows a young girl and her waitress mother as they save loose change in hopes of one day buying a new, comfortable chair.	1983 Caldecott Honor Book
The Doorbell Rang	Pat Hutchins	Comedy and Humor	A mother bakes cookies for her two children, but the two must learn to share when a series of visitors arrive.	
Erandi's Braids	Antonio Hernandez Madrigal	General Fiction	Young Erandi offers to sell her beautiful long hair so that her family can buy a fishing net.	
How Much Is a Million?	David M. Schwartz	Informational	Marvelosissimo the Magician creates circumstances to help children understand and visualize just how much a million of something actually is.	

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Unit 10: Exploring Sound and Light

Title	Author	Genre	Summary Notes	Awards
On a Beam of Light: A Story of Albert Einstein	Jennifer Berne	Biography	Albert Einstein was a remarkable individual. As a child, he was late to start speaking. It was not until after he received a compass as a gift that he became inspired to speak more often. He was filled with curiosity and questions—questions about magnetism, gravity, and atoms. "Suddenly he knew there were mysteries in the world—hidden and silent, unknown and unseen." Albert Einstein went on to spend his life "imagining, wondering, figuring, and thinking."	School Library Journal Starred Review
The Day-Glo Brothers: The True Story of Bob and Joe Switzer's Bright Ideas and Brand-New Colors	Chris Barton	Biography	The story of brothers Joe and Bob Switzer, who experimented with ultraviolet lights and fluorescent paints and invented a new kind of color called Day-Glo.	2010 Children's Choices Starred Reviews 2011-2012 Children's Crown Award
Light Is All Around Us	Wendy Pfeffer	Informational Nonfiction	A fascinating look into the many ways that light brightens our lives.	Notable Children's Book (ALSC)
Next Time You See a Sunset	Emily R. Morgan	Informational Nonfiction	The beautiful photos and inquisitive text in this book encourages children's sense of wonder about the natural phenomena of sunsets.	2014 Outstanding Science Trade Books for Students K–12
Shhh! Listen!: Hearing Sounds	Richard Spilsbury and Louise Spilsbury	Informational Nonfiction	Explains how sound moves through the air to allow humans and other animals to hear things, and includes activities to help readers experiment with sound.	
What Makes Different Sounds?	Lawrence F. Lowery	Informational Nonfiction	Jim and Jane walk through their neighborhood and hear an array of sounds: roaring jet planes, trilling police whistles, booming marching bands, and more. High or low, soft or loud—each sound is described and observed.	

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Unit	Knowledge Strand	Grade 2
1	Government and Citizenship	**Government at Work** Why do we need a government?
2	Character	**Characters Facing Challenges** What can we learn when we face problems?
3	Life Science	**Plants and Animals in Their Habitats** How do living things get what they need to survive?
4	Point of View	**Many Characters, Many Points of View** How can a story change depending on who tells it?
5	Technology and Society	**Solving Problems Through Technology** Where do ideas for inventions come from?
6	Theme	**Tales to Live By** What can different cultures teach us?
7	History and Culture	**Investigating the Past** How does understanding the past shape the future?
8	Earth Science	**Wind and Water Change Earth** How do we react to changes in nature?
9	Economics	**Buyers and Sellers** How do the goods we make, buy, and sell connect us?
10	Physical Science	**States of Matter** How can something old become new?

Unit 1: Government at Work

Title	Author	Genre	Summary Notes	Awards
How to Build Your Own Country	Valarie Wyatt	Informational Nonfiction	Invites readers to imagine setting up their own country as a way of introducing the concepts of citizenship and politics, discussing such topics as starting a government, holding elections, making laws, writing a constitution, and keeping the peace.	
Duck for President	Doreen Cronin	Fantasy	When Duck is unhappy with the chores Farmer Brown has given, he runs a campaign to replace him. Duck realizes how hard the job is after winning, and seeks higher office, eventually running for resident.	New York Times Best Illustrated Children's Books
The Camping Trip That Changed America: Theodore Roosevelt, John Muir, and Our National Parks	Barb Rosenstock	Historical fiction	This account of Theodore Roosevelt's camping trip in Yosemite with naturalist John Muir explains Roosevelt's opinions on preserving nature.	NCSS 2013
My Country, 'Tis of Thee: How One Song Reveals the History of Civil Rights	Claire Rudolf Murphy	Informational	An exploration of the history and changes to one of America's most recognizable patriotic songs.	NCSS 2015
Memorial Day Surprise	Theresa Martin Golding	General Fiction	Mama rushes Marco to a Memorial Day parade, telling him that a big surprise awaits him there – what could it be?	
Election Day	Patricia J. Murphy	Informational	This book serves as an explanation of different ways of voting and civic engagement.	
Arthur Meets the President	Marc Brown	Comedy and Humor Series/Fiction	After winning an essay content and being invited to the White House, Arthur must give his speech from memory.	

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Unit 2: Characters Facing Challenges

Title	Author	Genre	Summary Notes	Awards
King for a Day	Christiane Kromer	Realistic Fiction	Annual Pakistani kite-flying festival story of a young wheel-chair bound flyer who beats the bully next door from his balcony, with assistance from his sister.	Starred Reviews
Can I Play Too?	Mo Willems	Realistic Fiction/ Animal Fantasy	An Elephant and Piggie book. Snake asks Gerald and Piggie if he can play catch with them. How do you play catch with someone who doesn't have hands?	Cooperative Children's Book Center Choices, 2000–Present Kirkus Books of Special Note Outstanding Science Trade Books for Students K–12
Flabbersmashed About You	Rachel Vail	Realistic Fiction	Katie is back as she deals with feeling "flabbersmashed" by her best friend, who suddenly wants to be friends with another kid. We've all been flabbersmashed by a friend--left out of an activity or secret, left to feel sorry for ourselves, or move on. Will Katie ever stop feeling left out?	Cooperative Children's Book Center Choices, 2000–Present Horn Book Guide Titles, Rated 1– 4
Chirchir Is Singing	Kelly Cunnane	Realistic Fiction	Chirchir just wants to make herself useful like all her other family members. But she drops Mama's water bucket, spills Kogo's tea, and sends Baba's potatoes tumbling down the hill. Isn't there something that Chirchir does best? Set in the rolling hills of rural Kenya, this is a wise and lyrical story about belonging .	Children's Books of the Year 2012—Ages 5 –9 Notable Children's Books 2012—Younger Readers
Zeus and the Thunderbolt of Doom	Joan Holub	Mythology	Retells the story of Zeus, Cronus, and the Olympians.	Horn Book Guide Titles, Rated 1–4
Larf	Ashley Spires	Fiction	No one believes Larf exists, and he likes it that way. Larf, you see, is a Sasquatch, the only Sasquatch in the world (or so it seems). But everything changes one morning when Larf discovers that another Sasquatch is scheduled to make an appearance in the nearby city of Hunderfitz.	Horn Book Guide Titles, Rated 1–4
Billy Twitters and His Whale Problem	Mac Barnett	Humorous Fiction/ Animal Fantasy	Billy has a huge problem one day when his mother orders him a giant pet blue whale as punishment for not cleaning his room.	Starred Reviews, Children's Core Collection, 20th ed. and Supplements
999 Tadpoles	Ken Kimura	Animal Fantasy/ Humor	"We'll have to move," says Mother, after realizing the pond is too small. But moving a family of 999 young frogs is fraught with danger! Hungry snakes are crawling through the grass. Hungry hawks are flying through the sky. A young frog makes a mighty tasty morsel. Never underestimate the quick wits of 999 young frogs!	Booklist Editors Choice Booklist Starred Reviews Cooperative Children's Book Center Choices, 2000–Present
Infinity and Me	Kate Hosford	Realistic Fiction	A little girl's preoccupation with understanding infinity leads her to a surprise revelation. After getting a new pair of red shoes, Uma gazes at the stars and wonders how many there are. She soon thinks about all the things she might like to do if she could do them forever. Everyone seems to have a different way of describing infinity, and only when Uma's grandmother finally notices Uma's shoes does the girl understand what infinity really means.	Children's Notable Books Horn Book Guide Titles, Rated 1–4 Kirkus Books of Special Note
This Is Not My Hat	Jon Klassen	Fiction	While a large fish is sleeping, a much smaller fish decides to steal the tiny hat that was sitting upon his head. When the large fish wakes up he begins to search for the one who stole his hat. The small fish believes he is safe, but is he?	Randolph Caldecott Medal Winners School Library Journal Best Books School Library Journal Starred Reviews
Underground	Shane Evans	Informational Nonfiction	A runaway slave family tells their story of running North via the Underground Railroad.	Coretta Scott King Award Winners, Starred Reviews
Togo	Robert J. Blake	Historical Fiction	Based on a true story of the Iditarod/rescue mission that carried diphtheria serum to beleaguered Nome in 1925.	Best Children's Books of the Year Children's Core Collection, 20th ed. and Supplements, Starred Reviews
Glamorous Glasses	Barbara Johansen Newman	Realistic Fiction	Joanie and Bobbie are cousins and best friends. When Joanie needs to get glasses, Bobbie is right by her side, and a little envious of her cousin's new fashion accessory.	Starred Reviews, Horn Book Guide Titles, Rated 1–4 Kirkus Books of Special Note
Monsier Marceau	Leda Schubert	Biography	The story of Marcel Marceau, the maestro of mime. Born in France, he was sixteen when WWII broke out and changed his life. He changed his last name to hide his Jewish identity and worked with the French Underground. After the war, he studied mime and created his signature character, Bip. Quotes from Marceau connect the silence of those who returned from concentration camps (where his father had died) with his own choice of silence on stage.	Cooperative Children's Book Center Choices, 2000–Present, Starred Reviews

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Unit 3: Plants and Animals in Their Habitats

Title	Author	Genre	Summary Notes	Awards
Over and Under the Snow	Kate Messner	Informational Nonfiction	A girl and her father enjoy the day together skiing, but she wonders where the animals that are hibernating are.	ALSC 2012 Picks, Notable Children's Books in the English Language Arts Outstanding Science Trade Books for Students K–12
What Do You Do When Something Wants to Eat You?	Steve Jenkins	Informational Nonfiction	Jenkins answers the question of what different creatures do when another animal wants them for dinner. He identifies the animal on one page ("the bombardier beetle defends itself...") and then follows up with its defense mechanism on the next ("by shooting a mixture of hot chemicals from its rear end and into the face of an attacker").	Notable Children's Books in the English Language Arts A to Zoo: Subject Access to Children's Picture Books, 7th ed.
Butterfly Eyes: And Other Secrets of the Meadows	Joyce Sidman	Informational Poetry	Discover the hidden world of a meadow in this unique combination of poetic riddles and scientific wisdom. Beginning with the rising sun and ending with twilight, this book reveals how butterflies can see ultraviolet markings on flowers, how certain bugs protect themselves in a bubble of spit, how grasshoppers use sunlight to start moving in the morning, and how all things in the meadow are interconnected.	Starred Reviews, Children's Notable Books, Kirkus Books of Special Note Outstanding Science Trade Books for Students K–12
See What a Seal Can Do?	Chris Butterworth	Informative Nonfiction	Don't be fooled by the lazy seal bumping slowly along the shore. The second that seal hits the water, there's no telling where it will go. Join a gray seal as it heads from the sand to the sea, revealing how the seal's unique shape allows it to rocket through the water and shoot straight down with its flippers.	Booklist Starred Reviews Cooperative Children's Book Center Choices, 2000–Present Science Books and Films Best Books Science Books and Films Editor's Choice
Time to Eat	Steve Jenkins	Informative Nonfiction	An introduction to what animals eat and how they collect and store their food.	Booklist Starred Reviews Cooperative Children's Book Center Choices, 2000–Present Science Books & Films Best Books Science Books & Films Editor's Choice
The Sea, the Storm, and the Mangrove Tangle	Lynne Cherry	Informational Nonfiction	A mangrove seed floats to a lagoon in the Caribbean, takes root, and slowly begins to grow. Over many years, the mangrove tree will provide a home for numerous creatures. Fiddler crabs and shrimp live among its roots; lizards and hummingbirds dwell in its branches. Ever threatened by human destruction, the mangroves are endangered, but in Lynne Cherry's richly illustrated story, one such habitat survives, inspiring readers to preserve this vital ecosystem.	Green Earth Book Award Winners
A Strange Place to Call Home	Marilyn Singer and Ed Young	Informational Nonfiction	Dark forests, frozen glaciers, barren deserts provide shelter for thousands of creatures who, seeking safety from predators and advantage from the competition, call these harsh environments home.	Outstanding Science Trade Books for Students K–12 Science Books and Films Best Books
Even an Octopus Needs a Home	Irene Kelly	Informational Nonfiction	A close look at a baby octopus's ocean habitat.	Outstanding Science Trade Books for Students K–12 Science Books and Films Best Books Science Books and Films Editor's Choice Teachers' Choices
The Great Kapok Tree: A Tale of the Amazon Rain Forest	Lynne Cherry	Animal Fantasy	This inspired book takes a look at what the Kapok tree means to the creatures that live in it--and what rain forests mean to the world's ecology	Children's Core Collection, 20th ed. and Supplements
At the Sea Floor Café: Odd Ocean Critter Poems	Leslie Bulion	Informational Poetry	Using complex poetry forms and cleverly constructed lines, Bulion pays tribute to sea creatures: "They're hunters and foragers, hiders and peekers, / continuous feeders and one-meal-a-weekers." Informational text accompanies each poem, which, combined with the backmatter on poetic form, makes this a useful interdisciplinary catch.	
The Wolves Are Back	Jean Craighead George	Informational Nonfiction	Over a century ago, wolves were persecuted in the United States and became nearly extinct. This book describes the reintroduction of wolves into Yellowstone National Park for the benefit of the ecosystem.	Notable Children's Trade Books in the Field of Social Studies Outstanding Science Trade Books for Students K-12 Science Books & Films Editor's Choice
Frog Song	Brenda Guiberson	Informational Nonfiction	Frogs do more than jump around and eat flies. Kids learn how frogs impact the ecosystem and create unique music, something they've been doing since the time of dinosaurs.	Starred Reviews
Song of the Water Boatman and Other Pond Poems	Joyce Sidman	Informative Nature Poetry	From spring's first thaw to autumn's chill, a pond is a dramatic place, teeming with life and full of surprises. A unique blend of whimsy, science, poetry, and hand-colored woodcuts, this collection invites young readers to take a closer look at the hidden world of ponds and wetlands, from peepers to painted turtles, duckweed to diving beetles.	Notable Children's Books in the English Language Arts Outstanding Science Trade Books for Students K–12

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Unit 4: Many Characters, Many Points of View

Title	Author	Genre	Summary Notes	Awards
Ice Bear	Nicola Davies	Informational Nonfiction	The story of the polar bear told through the eyes of an Inuit.	Library Media Connection Starred Reviews Outstanding Science Trade Books for Students K–12
Dear Primo: Letter to My Cousin	Duncan Tonatiuh	Realistic Fiction	A town mouse/country mouse feel to this story of cousins writing letters to each other. One living in NYC and one in rural Mexico.	Children's Notable Books Pura Belpre Awards
I Want My Hat Back	Jon Klassen	Animal Fantasy	A bear asks the other animals questions to help him find his missing hat. But it is the one question asked of him that triggers his memory.	E. B. White Read Aloud Winner 2012 Theodor Seuss Geisel Award Honorees
Zen Shorts	John J. Muth	Animal Fantasy/ Mythology	John Muth explains, "'Zen shorts' are short meditations." Those in this beautifully illustrated edition include some borrowed from ancient civilizations. In the author's words, they are "ideas to puzzle over."	Caldecott Honor Notable Children's Trade Books in the Field of Social Studies
The Obstinate Pen	Frank W. Dormer	Fantasy	When Uncle Flood tries to write something with a pen, the pen decides to write something else, instead! Officer Wonkle doesn't know what to do with the pen any more than Flood does. Young Horace, though, has an idea that just may work.	Horn Book Starred Reviews, Notable Children's Books in the English Language Arts
Bink & Gollie	Kate DiCamillo	Humorous Realistic Fiction	Best-selling writers Kate DiCamillo and Alison McGhee verbally animate a day in roller-skating motion, with the help of illustrator Tony Fucile's vibrant illustrations, allowing Bink and Gollie to happen upon a colorful treat.	Theodor Seuss Geisel Award Winner–2011
Kali's Song	Jeanette Winter	Prehistoric Fiction	Cave Dweller Kali was expected to learn how to hunt like all the men in his tribe. He was given a bow to practice shooting arrows with for the coming hunt. Instead, Kali plucked the bow and made beautiful music with it. The tribe saw how his music charmed the animals and decided Kali would be better suited being a shaman.	Kirkus Books of Special Note Publishers Weekly Starred Reviews
Chicken Big	Keith Graves	Humorous Fiction/ Animal Fantasy	One day a big chicken hatches in the coop. No one knows what it is, but it is the only one with any common sense.	Starred Reviews
H.O.R.S.E.: A Game of Basketball and Imagination	Christopher Myers	Realistic Fiction	An intense conversation over a game of ball	Cooperative Children's Book Center Choices, 2000–Present, Coretta Scott King Award Honorees
Creepy Carrots	Aaron Reynolds	Animal Fantasy	These scary vegetables are Jasper Rabbit's worst nightmare.	Randolph Caldecott Medal Honorees Teachers' Choices
The Boy Who Loved Math: The Improbable Life of Paul Erdos	Deborah Heiligman	Historical Biography	He was twenty before he knew how to butter his own bread. Join Paul Erdos on his mathematical journey around the world, soaking up numbers and equations as he meets and collaborates with mathematicians the world over.	Starred Reviews
I'm My Own Dog	David Ezra Stein	Fiction	A dog's narrative about how he is his own dog . . . who eventually finds a person whom he takes for walks, tells him to sit (on a park bench), cleans up after him (dropped ice cream on the sidewalk), and how he's grown quite attached to his "little fella." A great example of perspective with a humorous twist and fun, colorful, childlike drawings.	Starred Reviews

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Unit 5: Solving Problems Through Technology

Title	Author	Genre	Summary Notes	Awards
Going Up!" Elisha Otis's Trip to the Top	Monica Kulling	Informational Nonfiction	As a boy in the early 1800s, Otis enjoyed watching the pulleys and ropes hoist hay on his family's farm. After his grist mill went bust, he found success creating a rail-turner machine for a bed-frame factory and inventing a hoisting platform for heavy machinery. But when Otis expanded his operation to make elevators that would hoist people, spectators were skeptical. A daring demonstration in the 1854 World's Fair in New York convinced the audience of the viability of elevators and paved the way for skyscrapers.	Journal reviewed
Glorious Flight: Across the English Channel with Louis Bler, July 25, 1909	Alice Provensen	Biography	French aviation pioneer Bler, the first man to fly across the English Channel	Randolph Caldecott Medal Winners
John Henry	Julius Lester	African American Folklore	This book retells the life of the legendary African American hero who raced against a steam drill to cut through a mountain	Boston Globe/Horn Book Award Winners Children's Notable Books Notable Children's Trade Books in the Field of Social Studies Randolph Caldecott Medal Honorees Teachers' Choices
Off to Class: Incredible and Unusual Classrooms Around the World	Susan Hughes	Informational Nonfiction	This book examines innovative schools around the world, the educators who brought them about, and the students who attend them. The book has three chapters. 'Working with the Environment' features boat schools, rainforest schools, and tent schools;	Children's Core Collection, 20th ed. and Supplements
Oh No! Not Again: (Or How I Built a Time Machine to Save History) (Or at Least My History Grade)	Mac Barnett	Realistic Fiction/ Imagination	A genius girl has missed the first question on her history test, costing her a perfect score. She just can't accept getting something wrong so she builds a time machine to go back in time to make her answer correct.	Kirkus Books of Special Note, Starred Reviews
Come See the Earth Turn	Lori Mortensen	Informational Nonfiction/ Biography	Slow in school but gifted as a craftsman, in 1851 Foucault was the first to find a way to demonstrate the earth's spin on its axis, using a pendulum. Mortensen invites young readers into this French scientist's life with a quick description of his childhood difficulties, but the focus of this enjoyable story is the 'beautiful experiment' for which he's noted.	Outstanding Science Trade Books for Students K-12 Publishers Weekly Starred Reviews
Cars on Mars	Alexandra Siy	Informational Nonfiction	This text describes the Mars Exploration Rover program, focusing on the purpose of the mission, the scientists involved, and the advancements in our understandings of the surface of Mars.	Booklist Starred Reviews Outstanding Science Trade Books for Students K-12 School Library Journal Starred Reviews Science Books & Films Editor's Choice
Boy Who Harnessed The Wind	William Kamkwanba	Biography	Self-taught 14 year-old William Kamkwamba saves his drought-blighted Malawi village by creating a windmill from odd parts using science books from his local library.	Publishers Weekly Starred Reviews
Papa's Mechanical Fish	Candace Fleming	Historical Fiction	This picture book is a fictional account based on events in the life of eccentric inventor Lodner Phillips as told from the perspective of his daughter, Virena. Papa theorizes and tinkers but never succeeds. Finally, while the family is dropping lines from a pier into Lake Michigan, his daughter asks, "have you ever wondered what it's like to be a fish?" Immediately the man dashes back to his workshop and soon produces one of the world's earliest submarines, the Whitefish.	
Randy Riley's Really Big Hit	Chris Van Dusen	Fiction	Randy Riley is a boy genius with a special fascination with space. Unfortunately, he is not a gifted baseball player and has never managed to hit the ball. So when he detects a giant fireball headed toward earth, he hatches a plan to build a robot that can hit that fireball back into outer space and redeems his flagging self-esteem.	Best Books for Children Preschool Through Grade 6, Supplement to the 9th ed. Best Children's Books of the Year Horn Book Guide Titles, Rated 1 - 4
How the Sphinx Got To the Museum	Jesse Hartland	Informational Nonfiction	Among the priceless treasures at the Metropolitan Museum of Art in New York City is the sphinx of Hatshepsut. Hartland tells the true story of how this artifact got there from Egypt. Follow the sphinx from its creation by skilled Egyptian sculptors, shipment to the U.S., and reassembly by conservators at the museum.	Booklist Starred Reviews School Library Journal Starred Reviews
Queen Victoria's Bathing Machine	Gloria Whelan	Historical Fiction	Prince Albert comes up with a royally creative solution to Queen Victoria's modesty concerns in this true story that reveals an overlooked splash of history. Poor Queen Victoria! She loves to swim, but can't quite figure out how to get to the water without her devoted subjects glimpsing her swimming suit. (Because, of course, such a sight would compromise her regal dignity.) Fortunately for the water-loving monarch, it's Prince Albert to the rescue with an invention fit for a queen!	"Booklist Starred Reviews School Library Journal Starred Reviews"

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Unit 6: Tales to Live By

Title	Author	Genre	Summary Notes	Awards
Monkey: A Trickster Tale from India	Gerald McDermot	Folklore	The island in the middle of the river has yummy mangoes which Monkey would love to eat, but he doesn't know how to swim. The hungry Crocodile offering a free ride on his back is hungry as well. Will Monkey get to eat the sweet fruit on the island without being eaten himself?	Notable Children's Trade Books in the Field of Social Studies School Library Journal Starred Reviews
Seed by Seed:	Esme Rajo Codell	Informational Nonfiction	Johnny Appleseed traveled across the young United States in the early 19th century planting trees and teaching anyone he met valuable life lessons. Johnny believed in using what you have, sharing, respecting nature, and making peace in places there is war.	Star Reviews
The Town Mouse and the Country Mouse	Helen Ward	Fable	Rediscover the tale of the simple country mouse, magically retold by Helen Ward. Beguiled by his cousin's amazing tales, the country mouse visits the electric city. Unfortunately the town mouse forgot to mention that the city has a lot of noise, tall buildings . . . and dangerous dogs! Helen Ward's 1930s New York at Christmas is at once gorgeous and frighteningly busy. In the end the reader understands both why the town mouse loves his exciting life and why the country mouse is content with his peaceful home.	Cooperative Children's Book Center Choices, 2000-present Starred reviews
Elves and the Shoemaker	James LaMarche	Fairytale	Here is the classic tale of elfin magic, loved by generations of children and made new by an artist of international acclaim.	Kirkus Books of Special Note Teachers' Choices
Mouse and Lion	Rand Burkert	Fable	In a ridge above the Kalihari, Lion naps, until Mouse bumbles into him willy-nilly, startling him awake. After a show of teeth, Lion is softened by Mouse's pledge of loyalty, and sets him free. When a cold moon brings a humbling lesson, Lion comes to recognize Mouse's keen skill and deeper kindness.	Children's Core Collection, 20th ed. and Supplements Starred Reviews
Fox Tails: Four Fables from Aesop	Amy Lowry	Fable	A fox has a very unusual day when four of Aesop's classic fables are woven together into a single story. The four fables used are "The Fox and the Grapes", "The Fox and the Crow", "The Fox and the Goat", and The Fox and the Goat."	Starred Reviews Cooperative Children's Book Center Choices, 2000-present
The Invisible Boy	Trudy Ludwig	Realistic Fiction	Invisible boy Brian finally stands out after befriending Justin, the new boy, and teaming together for a class project. Accustomed to drawing fantastical pictures when no one else knows he exists, Brian is about to become anything but invisible	Starred Reviews
Family Tree	David McPhail	Realistic Fiction	When a man clears the woods to build a home in the 1800s, he leaves one tree standing. That tree stands throughout the generations. When a highway plan comes along, it's up to a little boy and his animal friends to save the tree they love.	Starred Reviews Green Earth Book Award Winners

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Unit 7: Investigating the Past

Title	Author	Genre	Summary Notes	Awards
Henry and the Cannons: An Extraordinary True Story of the American Revolution	Don Brown	Informational Nonfiction	As the American Revolution was getting underway, George Washington knew he needed cannons to defeat the British. Unfortunately, he was camped outside British-held Boston, and the nearest big guns were 300 miles away at Fort Ticonderoga, New York. They were thought to be impossible to retrieve, until Henry Knox agreed to try. Brown employs a light touch in telling this exciting true story. Moving 120,000 pounds of artillery in winter involved dragging the pieces, sailing, sledding, and even retrieving them from freezing water when the ice broke under their weight. Readers will be fascinated by the various methods employed to keep the cannons moving, including poles, ropes, and chains to help the sleds scale steep heights.	Booklist Starred Reviews Horn Book Guide Titles, Rated 1 - 4 School Library Journal Best Books School Library Journal Starred Reviews
Barnum's Bones	Tracy E. Fern	Biography	The story of the discoverer of the first fully intact fossil of a Tyrannosaurus Rex.	Outstanding Science Trade Books for Students K-12 School Library Journal Best Books
Brave Girl: Clara and the Shirtwaist Maker's Strike of 1909	Michelle Markel	Informational Nonfiction	In the winter of 1909, a brave girl named Clara Lemlich, only five feet tall, picketed for workers' rights. She arrived in America along with hundreds of other immigrants from eastern Europe, hardly speaking any English. But instead of her father being hired, it's Clara the factories want, and off she goes to make women's clothing in a garment factory from dawn till dusk. The conditions are appalling: "If you prick your finger and bleed on the cloth, you're fined. If it happens a second time, you're fired," and more. While the men at the factory don't think girls are strong enough to strike, Clara proves them wrong, eventually leading the "largest walkout of women workers in U.S. history."	Kirkus Books of Special Note Orbis Pictus Award Winners Publishers Weekly Starred Reviews School Library Journal Best Books School Library Journal Starred Reviews
These Hands	Margaret H. Mason,	Informational Nonfiction	An African American man tells his grandson about a time when, despite all the wonderful things his hands could do, they could not touch bread at the Wonder Bread factory. Based on stories of bakery union workers; includes historical note.	Best Books for Children Preschool Through Grade 6 Starred Reviews
Cesar Chavez: A Struggle for Justice	Richar Griswold Del Castill	Biography	A simple biography of the man who worked to win fairer treatment of the migrant farm workers in California in the 1960s and to establish the United Farm Workers union	Best Books for Children Preschool Through Grade 6, 9th ed. Starred Reviews Carter G. Woodson Multicultural Award Winners
Pocahontas: Princess of the New World	Kathleen Krull	Biography	She was the favored daughter of the Chief of the Powhatan Indians, and a girl in motion; always laughing, teasing, and dancing. But from the moment John Smith and the colonists of Jamestown set foot into her world in 1607, her life would change forever. She soon became an ambassador and peace keeper between the Powhatan and the colonists. Because of her curiosity and courage, Pocahontas became the bridge between the two worlds.	Children's Core Collection, 20th ed. and Supplements Starred reviews
Mammoths on the Move	Lisa Wheeler	Informational Nonfiction	Join a pack of woolly mammoths as they trek south for the winter, braving fierce storms, deadly predators, and raging rivers while making their slow journey across the unspoiled lands of the North American continent.	Children's Notable Books Kirkus Books of Special Note Science Books & Films Editor's Choice

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Unit 8: Wind and Water Change Earth

Title	Author	Genre	Summary Notes	Awards
All The Water In The World	George Ella Lyon	Informational Nonfiction	A rhythmic look at where water comes form and protecting the resource.	Children's Core Collection, 20th ed. and Supplements Science Books & Films Editor's Choice Teachers' Choices
Big Green Book of the Big Blue Sea	Helaine Becker	Informational Fiction	Becker explains just how the ocean works and why it is in dire need of our protection. Scientific concepts are simply explained by conducting experiments that use everyday materials. Find the answers to the questions of why the ocean is salty and the reason fish don't get waterlogged even though they spend all of their time underwater. Young scientists will also learn how the latest environmental problems are being solved.	Horn Book Guide Titles, Rated 1 - 4
All the Water In the World	George Ella Lyon	Informational Fiction	All life on Earth depends on water for survival. But where does it come from? Where does it go when we're done using it? Our water supply is limited and must be protected. Lyon gives tips on how kids can help preserve this extremely important resource.	Starred Reviews Science Books & Films Best Books Science Books & Films Editor's Choice Teachers' Choices
What Makes an Ocean Wave?: Questions and Answers About Oceans and Ocean Life	Gilda Berger and Melvin Berger	Nonfiction	This book offers answers to questions of varying complexity about the ocean.	
The Boy Who Harnessed the Wind	William Kamkwamba	Nonfiction	After a drought strikes William Kamkwamba's village, the adolescent goes to the library and learns that using the energy of the wind could help his community.	NCSS 2013
The Magic School Bus Wet All Over: A Book About the Water Cycle	Pat Relf, Joanna Cole and Bruce Degen	Fiction	Ms. Frizzle's class boards the Magic School Bus and experiences each stage of the water cycle first hand.	
About Habitats: Oceans	Cathryn Sill	Nonfiction	This informative text familiarizes children with facts about the ocean and ocean life.	NSTA 2013
Our World of Water: Children and Water Around the World	Beatrice Hollyer	Nonfiction	This book examines the lives of children around the world and explores their different takes on water and its use in their communities.	NSTA 2010

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Unit 9: Buyers and Sellers

Title	Author	Genre	Summary Notes	Awards
Cesar Chavez: A Struggle for Justice	Richar Griswold Del Castill	Biography	A simple biography of the man who worked to win fairer treatment of the migrant farm workers in California in the 1960s and to establish the United Farm Workers union.	Best Books for Children Preschool Through Grade 6, 9th ed. Starred Reviews Carter G. Woodson Multicultural Award Winners
Who's Buying, Who's Selling: Understanding Consumers and Producers	Jennifer S. Larson	Informational Nonfiction	Introduces the basics of buying and selling and their importance to the economy.	Best Books for Children Preschool Through Grade 6, Supplement to the 9th ed. Children's Core Collection, 20th ed. and Supplements Horn Book Guide Titles, Rated
How Pizza Came to Queens	Dayal Kaur Khalsa	Fiction	After moving to a new country, Mrs. Pelligrino finds herself craving pizza. This book details the steps of making a pizza from the economic perspective of understanding needs and wants.	
Ox-Cart Man	Donald Hall	Fiction	Readers will learn the four steps of production as the Ox-Cart Man packs his cart full of goods to sell at the market.	1980 Caldecott Medal Book
Strega Nona Meets Her Match	Tomie dePaola	Fiction	Strega Nona makes a living by selling potions and magical cures to the villagers in her town, but a newcomer challenges her by starting a competing business based on modern technology.	
Alexander, Who Used to Be Rich Last Sunday	Judith Viorst	Fiction/Comedy and Humor Series	Alexander wants to save a dollar he receives in order to buy a walkie-talkie, but his frivolous spending choices leave him empty-handed.	
The Big Buck Adventure	Shelley Gill	Fiction	Exploring a deli, candy shop, toy store, and pet department, a young girl investigates what she could buy with a dollar at each store.	

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Unit 10: States of Matter

Title	Author	Genre	Summary Notes	Awards
All About Matter	Mary C. Schuh	Informational Nonfiction	Simple text and full-color photographs provide a brief introduction to matter and its properties.	
Gases	Cindy Rodriguez	Informational Nonfiction	Using simple text and illustrations, describes the properties of gases.	
Liquids	Cindy Rodriguez	Informational Nonfiction	Using simple text and illustrations, describes the properties of liquids.	
What is a Liquid?	Jennifer Boothroyd	Informational Nonfiction	Explains the relevant state of matter, along with basic vocabulary. The layout is bright with many color photographs featuring children of different ethnicities. The text is spare; each spread includes, on average, three sentences. The book concludes with a simple explanation and graphic of the oxygen cycle. Liquid states that this form of matter also takes the shape of its vessel and can be changed into other states.	
What is a Gas?	Jennifer Boothroyd	Informational Nonfiction	Explains the relevant state of matter, along with basic vocabulary. The layout is bright with many color photographs featuring children of different ethnicities. The text is spare; each spread includes, on average, three sentences. In *Gas* , the fact that gases take the form of their container is accompanied by photographs of a balloon slowly filling. The book concludes with a simple explanation and graphic of the oxygen cycle.	
What is a Solid?	Jennifer Boothroyd	Informational Nonfiction	Each of these introductions explains the relevant state of matter, along with basic vocabulary. The layout is bright with many color photographs featuring children of different ethnicities. The text is spare; each spread includes, on average, three sentences. In *Solid* , the text concludes with a simple experiment using a tea bag, drink mix, and glass of water to show how solids can dissolve in a liquid.	
Is it Transparent or Opaque?	Susan Hughes	Informational Nonfiction	Why can we see through some materials and not others? This informative title helps young readers discover the answer to this question and more. Readers explore the differences between transparent and opaque materials, including examples of their uses in everyday life.	
Things That Float and Things that Don't	David A. Adler	Informational Nonfiction	How density is relative to the size of the object shows the dog looking over a kitchen sink full of water as a piece of aluminum foil floats as a loose ball and sinks as a tight one. This title supports the Common Core State Standards that focus on measurement skills, interpretation of data, and incorporation of key ideas and details in the text.	Booklist Starred Reviews Outstanding Science Trade Books for Students K-12 Publishers Weekly Starred Reviews

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Unit	Knowledge Strand	Grade 3
1	Government and Citizenship	**Government for the People** Why do people participate in government?
2	Character	**Ways Characters Shape Stories** How do our actions influence our lives?
3	Life Science	**Animal Adaptations** How do living things adapt to change?
4	Point of View	**Comparing Points of View** What makes people view the same experience in different ways?
5	Technology and Society	**Advancements in Technology** What is the value of innovation?
6	Theme	**Making Decisions** What helps us solve problems?
7	History and Culture	**Communities Then and Now** What is a community?
8	Earth Science	**Weather and Climate** How can we predict the unknown?
9	Economics	**Spending Time and Money** What do our economic choices tell us about ourselves?
10	Physical Science	**Forces and Interactions** How does understanding science help us achieve our goals?

Unit 1: Government for the People

Title	Author	Genre	Summary Notes	Awards
Worst of Friends: Thomas Jefferson, John Adams and the True Story of an American Feud	Suzanne Tripp Jurmain	Informational Nonfiction	A lighthearted account of how the longtime friendship and feuding between Thomas Jefferson and John Adams helped shape American democracy.	Children's Core Collection, 20th ed. and Supplements School Library Journal Best Books Starred Reviews
So You Want to Be President?	Judith St. George and David Small	Informational Nonfiction	A brief but informative collection of facts about many of our presidents, providing details about their achievements and revealing their personal quirks.	Caldecott Medal
What Are the Amendments?	Nancy Harris	Informational Nonfiction	Explains the process by which the U.S. Constitution can be amended, discusses the history of its amendments, and describes the different freedoms these amendments protect.	
The Bill of Rights	Christine Taylor-Butler	Informational Nonfiction	Recounts the origins of individual rights in the colonies and the effort to add explicitly stated rights to the Constitution, and discusses how these rights were extended to all American citizens.	Best Books for Children Preschool Through Grade 6, 9th ed.
The Bill of Rights in Translation	Amie Jane Leavitt	Informational Nonfiction	Provides a line-by-line translation of the Bill of Rights that supports students' understanding and appreciation of the text.	Children's Core Collection, 20th ed. and Supplements
The Bill of Rights: Protecting Our Freedom Then and Now	Syl Sobel, J.D.	Informational Nonfiction	Explains the content of the first ten amendments to the U.S. Constitution, how these amendments came into being, and how the freedoms they protect apply to the daily lives of citizens.	
How the U.S. Government Works . . . and How It All Comes Together to Make a Nation	Syl Sobel, J.D.	Informational Nonfiction	Explains the three branches of the federal government—legislative, executive, and judicial—and how they interact.	

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Unit 2: Ways Characters Shape Stories

Title	Author	Genre	Summary Notes	Awards
The Noisy Paint Box: The Colors and Sounds of Kandinsky's Abstract Art	Barb Rosenstock and Mary Grandpré	Informational Biography	The life of a young Russian boy named Vasily is forever changed when his aunt gives him a paint box. As Vasya (as Vasily is known) mixes one color with another, he realizes that he can actually hear the colors making sounds. Rosenstock describes the mixing of Vasya's senses--or synesthesia, as it is now known--through the shapes he paints.	Starred Reviews 2015 Caldecott Medal Honor Book ALA Notable Books for Children, 2015
Georgia in Hawaii: When Georgia O'Keefe Painted What She Pleased	Amy Novesky	Informational Biography	Tells the story of O'Keefe's 1939 visit to Hawaii, where she was sent to create a promotional piece for the Hawaiian Pineapple Company. Lush language and imagery.	Boston Globe Honor Book
Miss Rumphius	Barbara Cooney	Realistic Fiction	Inspired by a true story, this classic tale demonstrates how one character can fulfill her dreams while making the world a more beautiful place.	National Book Awards American Book Award Caldecott Medal
Colorful Dreamer: The Story of Artist Henri Matisse	Marjorie Blain Parker	Biography	Aided by vivid illustrations, this story focuses on how a frustrated dreamer learned to express himself with paint and canvas.	Booklist Starred Reviews Cooperative Children's Book Center Choices, 2000-present Kirkus Books of Special Note School Library Journal Starred Reviews Horn Book Guide Titles, Rated 1 - 4
Charlotte's Web	E. B. White	Realistic Fiction/Animal Fantasy	The charming tale of the special friendship that forms between a plucky pig and a compassionate spider, *Charlotte's Web* is one of the most popular children's stories of all time.	John Newberry Medal Honor books
14 Cows for America	Carmen Agra Deedy	Informational Nonfiction	Nine months after the September 11 attacks, an American diplomat attends a ceremony in a far-flung village in western Kenya to accept a special gift from the Maasai people. For a heartsick nation, the gift of fourteen cows emerges from the choking dust and darkness as a soft light of hope and friendship.	Notable Children's Trade Books in the Field of Social Studies School Library Journal Starred Reviews Teachers' Choices
Where the Mountain Meets the Moon	Grace Lin	Folktales	Minli, an adventurous girl from a poor village, buys a magical goldfish, and then joins a dragon who cannot fly, on a quest to find the Old Man of the Moon in hopes of bringing life to Fruitless Mountain and freshness to Jade River.	John Newberry Medal Honor Books, Notable Children's Books in the English Language Arts, Notable Children's Trade Books in the Field of Social Studies, Starred Reviews, Teachers' Choices
Aunt Harriet's Underground Railroad in the Sky	Faith Ringgold	Historical Fiction/ Fantasy	With Harriet Tubman as her guide, Cassie retraces the steps escaping slaves took on the Underground Railroad in order to reunite with her younger brother.	

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Unit 3: Animal Adaptations

Title	Author	Genre	Summary Notes	Awards
Survival at 120 Above	Debbie S. Miller	Informational Nonfiction	The desert may be barren and extremely hot, but it is still full of life. Animals such as the red kangaroo and sand goanna who call the deserts of Australia home have ways to survive in this unforgiving landscape. Miller takes the reader on a trip to the Simpson Desert National Park where a seven-year drought is about to end	Horn Book Guide Titles, Rated 1 - 4, Library Media Connection Starred Reviews, Outstanding Science Trade Books for Students K-12 Teachers' Choices
Seeds, Bees, Butterflies and More!: Poems for Two Voices	Carole Gerber	Informational Poetry	Eighteen two-voiced poems that explore relationships in nature and the complexity of the world's ecological systems. These fanciful rhymes explore subjects such as pollination, the purpose of roots, and how bees collect nectar.	
Time to Sleep	Steve Jenkins and Robin Page	Informational Nonfiction	Explores the various (and sometimes amazing) ways that different animals get their rest: lying down, standing up, hanging upside-down, floating in water - even flying!	Cooperative Children's Book Center Choices, 2000-present Science Books & Films Best Books Science Books & Films Editor's Choice
On the Move: Mass Migrations	Scotti Cohn	Informational Nonfiction	Uses captivating, straightforward language to explain the different factors that influence animal migration, such as habitat and eating, hibernating, and breeding.	Horn Book Guide Titles, Rated 1 - 4 Outstanding Science Trade Books for Students K-12
Monarch Butterfly Migration	Rebecca Hirsch	Informational Nonfiction	Describes the physical characteristics, habitats, and life cycle of the monarch butterfly, and illustrates the threats it faces from pollution, climate change, and habitat loss.	Library Media Connection Starred Reviews
Desert Elephants	Helen Cowcher	Informational Nonfiction	Migration of desert elephants in Mali Africa.	Outstanding Science Trade Books for Students K-12
North: The Amazing Story of Arctic Migration	Nick Dowson	Informational Nonfiction	Take a look at the wildlife that make great migrations to and from the Arctic.	Cooperative Children's Book Center Choices, 2000-present Kirkus Books of Special Note School Library Journal Starred Reviews
Island: The Story of the Galapagos	Jason Chin	Informational Nonfiction	Nearly 200 years ago, Charles Darwin visited the Galapagos Islands and found a variety of plants and animals that could not be found anywhere else on the planet. Learn how these fantastic islands were formed by volcanoes and how their unique wildlife came to live on them.	Outstanding Science Trade Books for Students K-12, Starred Reviews
Bugs and Bugcicles: Insects in the Winter	Amy S. Hansen	Informational Nonfiction	Dragonflies die, leaving their young buried safely at the bottom of the stream. Monarch butterflies fly all the way to Mexico. And the woolly bear caterpillar freezes solid, then thaws out to live another day. Discover the awe-inspiring tricks that insects use to outwit the killing frost.	Science Books & Films Best Books Science Books & Films Editor's Choice
What Do You Do With a Tail Like This	Steve Jenkins	Informational Nonfiction	In an engaging interactive format, this book explores the various ways animals utilize their ears, eyes, mouths, noses, feet, and tails.	Starred Reviews Randolph Caldecott Medal Honorees Starred Reviews
Just the Right Size: Why Big Animals are Big and Little Animals are Little	Nicola Davies	Informational Nonfiction	Explains why different size adaptations are ideal for some animals, but not for others.	BCCB Starred Reviews Horn Book Fanfare
Where Else in the Wild	David M. Schwartz and Yael Schy	Informational Nonfiction	Explores the numerous forms of camouflage animals employ, and the ways both predators and prey use them.	Outstanding Science Trade Books for Students K-12 Science Books & Films Best Books Science Books & Films Editor's Choice Teachers' Choices Children's Core Collection, 20th ed. and Supplements Horn Book Guide Titles, Rated 1 - 4

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Unit 4: Comparing Points of View

Title	Author	Genre	Summary Notes	Awards
I Have a Dream	Martin Luther King Jr	Informational Nonfiction	Words from this 1963 famous speech given in front of the Lincoln Memorial are paired with colorful illustrations that helps commemorate the 50th anniversary of the famous "I Have a Dream" speech.	Coretta Scott King Award Honorees, Starred Reviews
The True Story of the Three Little Pigs	Jon Scieszka	Fractured Fairy Tales	A humorous retelling of the story of the Three Little Pigs, told from the point of view of the wolf.	
Chloe and the Lion	Mac Barnett	Humorous Fiction	With references to traditional tales, Chloe bumps into a lion on the way home and the author and illustrator of the book quarrel over the way the story should play out.	Starred Reviews
One Cool Friend	Toni Buzzeo	Realistic Fiction	While visiting the aquarium, Eliot discovers that a penguin would make the perfect pet for a proper boy like himself. He is surprised when his father tells him it is okay for him to have one. How will Eliot's father react when he finds a real penguin in the house and not a stuffed toy?	Cooperative Children's Book Center Choices, 2000-present Library Media Connection Starred Reviews Starred Reviews Randolph Caldecott Medal Honorees
Columbus	Demi	Biography	A balanced and richly illustrated portrait of Columbus, weighing his achievements as a great navigator and explorer against his promotion of slavery and his mismanagement of the colonies under his control.	Horn Book Guide Titles, Rated 1 - 4, Starred Reviews
The Art of Miss Chew	Patricia Polacco	Realistic Fiction	Though a bright student, Patricia struggles in school, until she comes under the influence of Miss Chew, the head of her high-school's art department, who nurtures Patricia's talent. When a substitute teacher threatens to stifle Patricia's creativity, Miss Chew comes to the rescue.	Horn Book Guide Titles, Rated 1 - 4
Anatole	Eve Titus	Animal Fantasy	Anatole the French mouse is shocked when he finds out humans are upset by his sampling of cheese. Determined to earn his living, he begins to leave cheese review notes on orange peels next to cheeses he's sampled at a cheese maker's factory and soon the cheesemaker has the best cheese in town, but how will he find Anatole to thank him?	Randolph Caldecott Medal Honorees
Tales for Very Picky Eaters	Josh Schneider	Realistic Fiction	Being the dad of a picky eater isn't easy. James' dad has to think of extremely creative ways in order to make James eat things he doesn't think he likes. Eventually, James finds out by himself that some of these foods are actually pretty good.	Children's Notable Books, Theodor Seuss Geisel Award Winners
Farmer Will Allen and the Growing Table	Jacqueline Briggs Martin	Informational Nonfiction	Tells the inspiring story of Will Allen, who became one of the pioneers of the urban farming movement when he reclaimed a Milwaukee city lot with empty greenhouses.	Cooperative Children's Book Center Choices, 2000-present School Library Journal Best Books School Library Journal Starred Reviews

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Unit 5: Advancements in Technology

Title	Author	Genre	Summary Notes	Awards
Making Contact!: Marconi Goes Wireless	Monica Kulling	Informational Biography	Describes how Guglielmo Marconi's childhood fascination with radio waves drove him to invent the wireless telegraph, which he used to make the first transcontinental wireless transmissionin 1901.	Journal reviewed
All Aboard!: Elijah McCoy's Steam Engine	Monica Kulling	Informational Biography	Relates the story of Elijah McCoy, the son of parents who escaped to Canada via the Underground Railroad. Returning to the United States as an adult, McCoy overcame the discrimination of his time to become a successful and prolific inventor and railroad innovator.	Journal reviewed Best Books for K-6, Core Collection List
It's A Snap!: George Eastman's First Photograph	Monica Kulling	Informational Biography	Explains how George Eastman brought photography to the masses with his invention of the Kodak camera in 1888.	Journal reviewed Best Books for K-6, Core Collection List
50 Cents and a Dream: Young Booker T. Washington	Jabari Asim	Biography	Growing up, Booker T. Washington endured struggles as he lived through slavery and pursued his dream with nothing but fifty cents in his pocket when he headed for the Hampton Institute and a college degree. Learn how he became a leader for the African American community and made his dream a reality.	Cooperative Children's Book Center Choices, 2000-present Kirkus Best Books SLJ Best Books
So You Want to Be an Inventor	Judith St. George	Informational Nonfiction	This spirited and witty look at the history of inventors features people such as Thomas Edison, Eli Whitney, Alexander Graham Bell, and more. From well-known inventions such as the radio to lesser-known inventions such as the vacuum haircutting helmet, this book spans the fascinating world of turning ideas into reality.	Children's Core Collection, 20th ed. and Supplements, Teachers' Choices
I, Galileo	Bonnie Christensen	Biography	Told from the perspective of the famous scientist and inventor, this book outlines the Aristotelian and Ptlomaic views of the universe, and describes how Galileo's discoveries challenged and overturned these beliefs.	Cooperative Children's Book Center Choices, 2000-present Outstanding Science Trade Books for Students K-12 Publishers Weekly Starred Reviews
Boy Who Invented TV: The Story of Philo Farnesworth	Kathleen Krull	Biography	This picture-book biography of Philo Farnsworth covers his childhood interest in electricity, and how it led him invent one of the most important communication tools of the 20th century.	Star Reviews Outstanding Science Trade Books for Students K-12 School Library Journal Best Books School Library Journal Starred Reviews
Up, Up in a Balloon	Lawrence F. Lowery	Informational Nonfiction	While explaining scientific processes and principles of flight, *Up, Up in a Balloon* tells the story of the Montgolfier brothers, who ushered in the age of flight when they launched the first hot air balloons more than 200 years ago.	Outstanding Science Trade Books for Students K-12

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Unit 6: Making Decisions

Title	Author	Genre	Summary Notes	Awards
Underground: Finding the Light Freedom	Shane Evans	Informational Nonfiction	A runaway slave family tells their story of running North via the Underground Railroad.	Coretta Scott King Award Winners, Starred Reviews
Lester's Dreadful Sweaters	KG Campbell	Fiction	Rich vocabulary and sentence structure drive this silly story of what happens when a cousin knits dreadful sweaters that you really don't want to wear.	Cooperative Children's Book Center Choices, 2000-present Starred Reviews
Chair for My Mother	Vera Williams	Realistic Fiction	A young girl describes her life with Mama, a waitress, and Grandma, who seems always to stay at home. A fire destroys their home and their belongings, but friends, neighbors and relatives come to their aid and contribute the essentials to set up a new home. Unfortunately there is no comfortable chair, only three useful but hard, straight kitchen chairs. Will they be able to save enough money to buy Grandma a comfortable chair?	Boston Globe/Horn Book Award Winners Randolph Caldecott Medal Honorees
The Man Who Walked Between Towers	Mordicai Gernstein	Biography	Tells the breathtaking story Philippe Petit, who stunned New Yorkers with a daring high-wire walk between the recently-completed World Trade Center towers in 1974.	Boston Globe/Horn Book Award Winners
A Little Peace	Barbara Keerly	Informational Nonfiction	Global tapestry of how people of the world make and celebrate peace. National Geographic photos.	Randolph Caldecott Medal Winners
Lincoln Tells a Joke: How Laughter Saved the President	Kathleen Krull	Informational Nonfiction	At a time when his country was torn in two by civil war and he was not well liked as a president, Lincoln still found plenty of things to laugh about. This book celebrates this great figure's unique sense of humor.	Publishers Weekly Starred Reviews School Library Journal Starred Reviews
Puffling Patrol	Ted Lewin	Informational Nonfiction	The story of the annual return of the puffling bird for hatching and the recovery efforts a group of children called "The Puffling Patrol" who search for confused hatchlings who don't make it out to sea safely.	Green Earth Book Award Honors Horn Book Guide Titles, Rated 1 - 4
Sparrow Jack	Mordecai Gerstein	Fiction based on true story	Based on a true story, this book describes how John Bardsley, an English immigrant, saved his adopted home of Philadelphia from a troublesome inchworm infestation with the help of one thousand sparrows from his home country.	Notable Children's Trade Books in the Field of Social Studies
Buffalo Bird Girl: A Hidatsa Story	S.D. Nelson	Informational Nonfiction	Based on the work of ethnographer Gilbert L. Wilson, this book provides a vivid portait of Native American life on the Great Plains during the early 19th century.	Kirkus Books of Special Note School Library Journal Best Books School Library Journal Starred Reviews
Liberty's Voice: The Story of Emma Lazarus	Erica Silverman	Biography	Emma Lazarus was one of the leading poets of the 19th century and used her fame to help the impoverished immigrants of Eastern Europe. When the Statue of Liberty came from France, Emma was inspired to write the poem 'The New Colossus,' which is now engraved on a plaque on the statue's base.	Notable Children's Trade Books in the Field of Social Studies
Bug Shots: The Good, The Bad, and the Bugly	Alexandra Siy	Informational Nonfiction	The author offers a fresh perspective on insects that are commonly mistrusted and misunderstood.	Outstanding Science Trade Books for Students K-12 VOYA's Nonfiction Honor List
Fate of Achilles	Bimba Landmann	Mythology	Ignoring his divine mother's warnings that doing so will cost him his life, Achilles agrees to help the Greeks in their great war against the Trojans. Achilles's courage and honor are put to the test as he fights alongside the troops of King Agamemnon.	Publishers Weekly Starred Reviews Children's Core Collection, 20th ed. and Supplements Horn Book Guide Titles, Rated 1 - 4

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Unit 7: Communities Then and Now

Title	Author	Genre	Summary Notes	Awards
Goin' Someplace Special	Patricia C. McKissack	Historical Fiction	A young black girl is excited to go to a special place in the 1950's South, but is disheartened when she steps on the bus and has to sit in the back. An honest sympathetic look at Jim Crow Laws.	Coretta Scott King Award Winners Notable Children's Books in the English Language Arts Starred Reviews
Freedom Summer	Deborah Wiles	Historical Fiction	When a new law banning segregation is passed in 1964, Joe and his best friend John Henry look forward to finally being able to swim together at the town pool. The pair soon learns, however, that changing laws does not automatically change people's attitudes.	Ezra Jack Keats Book Award Winners Library Talk Starred Reviews Notable Children's Trade Books in the Field of Social Studies Teachers' Choices
I Will Come Back for You: A Family in Hiding in WWII	Marisabina Russo	Historical Fiction	A little girl learns what it was like to grow up Jewish in Italy during WWII from her grandmother. She listens to the story of how her grandmother was separated from her father and had to go into hiding in the mountains to stay safe from those who wanted to harm Jews.	Outstanding Science Trade Books for Students K-12
Brave Girl: Clara and the Shirtwaist Makers' Strike of 1909	Michelle Markel	Informational Nonfiction	Tells the inspiring story of Clara Lemlich, a young Ukrainian immigrant who came to the U.S. on 1903 and went on to lead one of the largest and most successful labor strikes in American history. Also includes supporting information about social activism, early twentieth-century immigration, and the garment industry.	Booklist Starred Reviews Kirkus Books of Special Note Publishers Weekly Starred Reviews School Library Journal Starred Reviews
Aztecs: Life in Tenochtitlan	Matt Doeden	Informational Nonfiction	This book explores the milieu of these culturally rich Aztec civilizations in six chapters that stylishly cover daily life, religion, government, ideas and inventions, and important people.	Horn Book Guide Titles, Rated 1 - 4
Which Side are You On?: The Story of a Song	George Ella Leon	Informational Nonfiction	Sam Reece was a coal miner in 1931 living in Kentucky where the conditions were harsh. Safety was not a concern of the owners and the workers were paid a meager wage. Sam decided to unionize the workers and became a target. He ran off to hide when he was told some thugs were going to try and kill him. Sam's wife wrote a song that would inspire the unionized miners while bullets were being fired at and through her home	Cooperative Children's Book Center Choices, 2000-present
Baseball Saved Us	Ken Mochizuki	Historical Fiction	In order to list the spirits of Japanese Americans confined to an internment camp during World War II, Shorty and his father build a baseball field and form a league. In the process, Shorty learns an important lesson about self-respect and community.	Cooperative Children's Book Center Choices, 2000-present
Dear Miss Breed	Joanne Oppenheim	Informational Nonfiction	Before war broke out between the United States and Japan in 1941, children's librarian Clara Breed was a friend to dozens of Japanese-American children in the San Diego area. When these children were shipped to internment camps by the American government, she encouraged them all to write to her. This collection of primary source letters reveals the special bond that developed between Miss Breed and the children.	School Library Journal Starred Reviews

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Unit 8: Weather and Climate

Title	Author	Genre	Summary Notes	Awards
A Warmer World	Caroline Arnold	Informational Science	Species by species, this book discusses the effects of global climate change on wildlife around the world.	Bank Street College Best Children's Books of the Year Junior Library Guild selection for 2012 NSTA Outstanding Science Trade Books for Students K-12 Editors' Choice, Library Media Connection California Readers California Collection,Elementary and Middle School
On the Same Day in March: A Tour of the World's Weather	Marilyn Singer	Informational Fiction	Introduces the connection between longitude and weather by revealing the forecast in different countries around the world on the same day in March.	NSTA Outstanding Science Trade Books for Students K-12 Booklist Top 10 Science Books for Children
Lightning	Seymour Simon	Informational Science	Learn more about lightning—nature's magnificent light show—in this comprehensive book about how lightning forms, its causes and effects, and how to stay safe when caught in a lightning storm.	
W is for Wind: A Weather Alphabet	Pat Michaels	Informational Science	Understanding the science behind Earth's weather is as easy as learning the alphabet with this A, B, C book of weather.	Elementary California Collection Listing Learning Magazine Teachers' Choice Award Science Books & Films Best Books for Children list, Earth Science category
What Makes a Tornado Twist? And Other Questions about Weather	Mary Kay Carson	Informational Science	This book sets out to turn curiosity into knowledge by providing answers to questions about all of the different types of Earth's wild weather.	
Close to the Wind: The Beaufort Scale	Peter Malone	Informational Fiction	The incredible story of the Royal Navy captain who developed the Beaufort scale for measuring wind force at sea. This book follows Captain Francis Beaufort from 1805 to 1810 as he sails the ocean far and wide, carefully observing the wind's effects on his ship, the sea, and the land.	NSTA Outstanding Science Trade Books for Students K-12
Discovering El Niño: How Fable and Fact Together Help Explain the Weather	Mary Kay Carson	Informational Science	Beginning with fisherman folklore and working up to scientific evidence, this exploration of the theories that attempt to explain El Niño– the wind current that originates along the coastal waters of Peru—captures both the imagination in and fact behind this weather phenomena.	NSTA Outstanding Science Trade Books for Students K-12
Professor Fergus Fahrenheit and His Wonderful Weather Machine	Candace Groth-Fleming	Informational Fiction	When a drought afflicts the town of Dry Gulch, the citizens wait desperately for a storm to blow in. What the people of Dry Gulch get instead is Professor Fergus Fahrenheit, a mad scientist of sorts who uses his weather machine to produce rain.	

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Unit 9: Spending Time and Money

Title	Author	Genre	Summary Notes	Awards
What Can You Do With Money?: Earning, Spending, and Saving	Jennifer S Larson	Informational Nonfiction	Uses age-appropriate, real-world examples to explain economic concepts. Includes a glossary and suggestions for further reading.	Best Books for Children Preschool Through Grade 6, Supplement to the 9th ed. Children's Core Collection, 20th ed. and Supplements
Ella Earns Her Own Money	Lisa Bullard	Realistic Fiction	Through the story of Ella, who really wants a new soccer ball, this book provides real-world instruction about earning, saving, and making economic choices.	
Lawn Boy	Gary Paulsen	Realistic Fiction	The author teaches complicated economic principles as he narrates the story of a boy starting a business. With the help of his stockbroker neighbor, the boy expands his business and investments by sponsoring a fighter.	
The Little Red Hen: an Old Story	Margot Zemach	Folktale	The Little Red Hen finds some grain. She then proceeds to ask her friends for help planting it, harvesting it, and then making bread out of it. None of her friends will help her do any of the work. In the end all of her friends want to reap the benefits of her work and want to eat the bread. In the end the Little Red Hen who did all of the work is the only person who benefits and gets to eat the bread.	
The Donut Chef	Bob Staake	Fiction	A baker opens a small donut shop in a busy street. Not long after there is a long line of people waiting for his donuts. When another donut shop opens across the street the competition begins. Who has the BEST donuts in town? After lowering the prices and creating crazy complex donuts, two-year-old Debbie Sue has something to say. Sometimes simple is better!	
A New Coat for Anna	Harriet Ziefert	Historical FIction	In post-World War II Europe, a mother trades the few valuables she has left for the supplies she needs to weave a new winter coat for her daughter. Introduces children to the concepts of scarcity and sacrifice, and to the consequences of warfare.	

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Unit	Knowledge Strand	Grade 4
1	Government and Citizenship	**Government in Action** How can government influence the way we live?
2	Character	**Characters' Actions and Reactions** How do we reveal ourselves to others?
3	Life Science	**Observing Nature** How do we respond to nature?
4	Point of View	**Understanding Different Points of View** What do we learn when we look at the world through the eyes of others?
5	Technology and Society	**Technology for a Green Future** How do we make decisions about developing new technology?
6	Theme	**Confronting Challenges** How do we overcome obstacles?
7	History and Culture	**Developing a Nation** How do communities evolve?
8	Earth Science	**Earth Changes** How do Earth's natural processes impact our lives?
9	Economics	**Resources and Their Impact** How does access to resources influence people's lives?
10	Physical Science	**The Power of Electricity** Where do scientific discoveries lead us?

Unit 10: Forces and Interactions

Title	Author	Genre	Summary Notes	Awards
The Boy Who Harnessed the Wind	William Kamkwamba, Bryan Mealer	Informational Nonfiction	A picture book edition of the bestseller. Tells the extraordinary true story of William Kamkwamba, the Malawi teenager who brought wind power to his drought-stricken village.	NSTA Outstanding Science Trade Books for Students K-12 Cooperative Children's Book Center's 2013 Best-of-the-year list NCSS Notable Social Studies Trade Books for Young People, Environment/ Energy/Ecology
The Next Wave: The Quest to Harness the Power of the Oceans	Elizabeth Rusch	Informational Science	Dive into the world of the engineers and scientists that are attempting to harness the force of our oceans, one of nature's most powerful energy sources. These innovators are paving the way for a cleaner, more sustainable future in which cities and countries are powered by wave energy.	NSTA Outstanding Science Trade Books for Students K-12 School Library Journal Starred Review Kirkus Reviews Best Books of 2014, Middle-Grade Books
The Fantastic Ferris Wheel: The Story of Inventor George Ferris	Betsy Harvey Kraft	Informational Nonfiction	At the 1893 Chicago World's Fair, the engineer George Ferris debuted his observation wheel or as we know it today, the Ferris Wheel. This book looks back at how Ferris' invention came to be and explains the many challenges Farris faced as he planned and constructed his observation wheel.	NSTA Outstanding Science Trade Books for Students K-12 School Library Journal Starred Review Kirkus Reviews Starred Review
Newton and Me	Lynne Mayer	Informational Science	Told in rhyme, this book follows a boy and his dog, Newton as they discover how the laws of force and motion apply to their everyday activities.	NSTA Outstanding Science Trade Books for Students K-12
Motion: Push and Pull, Fast and Slow	Darlene R. Stille	Informational Science	An examination of how the principles of motion—inertia, gravity, and friction—are at work in everyday activities, such as throwing a baseball or kicking a soccer ball.	
Secret Subway: The Fascinating Tale of an Amazing Feat of Engineering	Martin W. Sandler	Informational Nonfiction	The fascinating story of the engineer who designed and funded New York City's first subway.	NSTA Outstanding Science Trade Books for Students K-12 A Junior Library Guild selection
Car Science	Richard Hammond	Informational Science	What do Sir Isaac Newton's three laws of motion have to do with cars? This book sets out to provide an answer by investigating the science behind how cars go.	NSTA Outstanding Science Trade Books for Students K-12
An Invisible Force: The Quest to Define the Laws of Motion	Glen Phelan	Informational Science	Traces the history and science behind humanity's quest to understand the forces that govern nature, and looks ahead to future developments.	

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Unit 1: Government in Action

Title	Author	Genre	Summary Notes	Awards
Bill of Rights in Translation	Amie Jane Leavitt	Informational Nonfiction	This book series uses appealing graphics and nearly line-by-line translations to make key historical documents more accessible for students.	
I, Too, Am America	Langston Hughes	Poetry	This picture book merges the classic poetry of Langston Hughes with the inspiring illustrations of Bryan Collier.	Coretta Scott King Award Winners
Hands Around the Library: Protecting Egypt's Treasured Books	Karen Leggett Abouraya	Informational Nonfiction	In January 2011, thousands of students, demonstrators, and library workers formed a human chain around Egypt's Library of Alexandria to protect the library and stand up for the freedom it represented.	Cooperative Children's Book Center Choices, 2000-present Kirkus Books of Special Note
Rosa's Bus: The Ride to Civil Rights	Jo S. Kittinger	Informational Nonfiction	Follow the historic bus #2857 from the assembly line to its enshrinement in the Henry Ford museum. This is the bus that Rosa Parks was riding when she bravely refused to give her seat to a white passenger.	Crystal Kite Award
Gandhi: A March to the Sea	Alice B. McGinty	Informational Nonfiction	This picture book tells of the 1930 Salt March in India, a peaceful protest of the British taxation of salt in that country. A crowd of 79 people, led by Gandhi, walked over 200 miles to gather salt for untaxed use and sale. Read how Gandhi, with the support of villagers along the way, kept the marchers going in the face of British resistance.	
The Price of Freedom: How One Town Stood Up to Slavery	Dennis Brindell Fradin and Judith Bloom Fradin	Informational Nonfiction	Read about an Ohio community that bravely sought to protect escaped slave John Price. This book discusses Price's escape from Kentucky, the Fugitive Slave Act of 1850, and the dramatic confrontation.	Kirkus Books of Special Note

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Unit 2: Characters' Actions and Reactions

Title	Author	Genre	Summary Notes	Awards
Whiskers, Tails & Wings: Animal Folk Tales from Mexico	Judy Goldman	Historical Folk Tales	This animated book contains five traditional tales, enriched with information about the indigenous groups who tell them. Each short tale is followed by a description of the traditional and contemporary cultures of the group.	Kirkus Books of Special Note
Bad News for Outlaws: The Remarkable Life of Bass Reeves, Deputy U.S. Marshal	Vaunda Micheaux Nelson	Biography	Meet the brave and clever Deputy U.S. Marshal Bass Reeves, an escaped former slave. In spite of his society's aversion to a black lawman, Reeves became known for his skill in capturing criminals.	Coretta Scott King Award Winners Kirkus Books of Special Note Notable Children's Trade Books in the Field of Social Studies
March On!: The Day My Brother Martin Changed the World	Christine King Farris	Informational Nonfiction	One day in August of 1963, hundreds of thousands of people marched into Washington, D.C., seeking equality. Martin Luther King, Jr., the younger brother of the author, gave the "I Have a Dream" speech that day in one of the most important moments in the history of civil rights.	Teachers' Choice, 2009
Emma's Poem: The Voice of the Statue of Liberty	Linda Glaser	Informational Nonfiction	This book recounts the life of the Jewish woman whose words are inscribed at the foot of the Statue of Liberty.	Children's Core Collection, 20th ed. and Supplements Jane Addams Children's Book Award, 2011 Cooperative Children's Book Center Choices, 2000-present
The Dinosaurs of Waterhouse Hawkins	Barbara Kerley	Informational Biography	Commissioned by Queen Victoria and Prince Albert, artist Benjamin Waterhouse Hawkins was the first to build life-size dinosaur models.	Indie Choice Book Awards, Notable Children's Trade Books in the Field of Social Studies Outstanding Science Trade Books for Students Randolph Caldecott Medal Honorees Notable Children's Trade Books in the Field of Science
Turtle in Paradise	Jennifer L. Holm	Historical Fiction	When Turtle's mother gets a new job, Turtle has to move in with relatives in Key West. Turtle doesn't know how to take this sudden change in scenery, but it may bring her out of her shell.	John Newbery Medal Honor Books Notable Children's Trade Books in the Field of Social Studies
A Tale Dark and Grimm	Adam Gidwitz	Fairy Tales	Hansel and Gretel leave their own narrative and walk into eight other classic fairy tales. As the siblings find out the real story behind these tales, they learn to control their destinies and create their own happy ending.	School Library Journal Best Books Texas Lone Star Reading List, Cumulative VOYA's Top Shelf Fiction

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Unit 3: Observing Nature

Title	Author	Genre	Summary Notes	Awards
Animals Upside Down	Steve Jenkins	Informational Nonfiction	This picture book of cut-paper artwork investigates upside-down creature conduct, uncovering how an intermittent flip or plunge is a matter of survival for skunks, mallards, and other animals.	Kirkus Best Books Kirkus Starred Reviews Outstanding Science Trade Books for Students K-12
Can We Save the Tiger?	Martin Jenkins	Informational Nonfiction	Martin Jenkins explores the experiences of endangered species such as the marsupial wolf and the great auk to show how our actions can either threaten or save the tigers sharing our world.	Outstanding Science Trade Books for Students K-12
The Watcher: Jane Goodall's Life with Chimps	Jeanette Winter	Biography	Jeanette Winter recounts the work of Jane Goodall, a British scientist dedicated to studying and protecting chimpanzees.	Kirkus Starred Reviews Outstanding Science Trade Books for Students K-12
Look Up! Bird-Watching in Your Own Backyard	Annette LeBlanc Cate	Informational Nonfiction	This beginner's bird-watching guide emphasizes the observation of avian creatures from home, explaining the many characteristics by which birds can be identified. Cate also provides instruction in sketching one's observations of species' traits.	School Library Journal Starred Reviews
Seeds, Bees, Butterflies and More!: Poems for Two Voices	Carol Gerber	Informational Poetry	Through eighteen two-voiced poems, Gerber explores the interrelationships that make up our world's ecosystems, covering such topics as pollination, bee activity, and root function.	School Library Journal Starred Reviews
Dinosaur Mountain: Digging Into the Jurassic Age	Deborah Kogan Ray	Informational Nonfiction	This book presents excerpts from the field notes of Earl Douglass, an accomplished dinosaur hunter of the early 20th century who uncovered 350 tons of fossils over sixteen years.	Outstanding Science Trade Books for Students K-12 School Library Journal Starred Reviews
One Beetle Too Many: The Extraordinary Life of Charles Darwin	Kathryn Lasky	Biography	Young Charles Darwin jumps at the opportunity to sail the southern hemisphere, studying and collecting plants and animals along the journey.	School Library Journal Starred Reviews
Charles Darwin and the Beagle Adventure	Clint Twist	Informational Nonfiction	Through maps, drawings, and excerpts from Darwin's own writings, this book explores the famous naturalist's visit to the Galapagos Islands.	School Library Journal Best Books School Library Journal Starred Reviews
At This Very Moment	Jim Arnosky	Informational Nonfiction	Describing what animals around the world are doing at any given moment, this book presents a variety of creatures as they feed, play, and go about their daily lives.	Kirkus Reviews Outstanding Science Trade Books for Students K-12
An Island Scrapbook: Dawn to Dusk on a Barrier Island	Virginia Wright-Frierson	Informational Nonfiction	A first-person narrative, this book describes the observations of the author and her daughter as they explore a North Carolina barrier island. The narrative is enriched with illustrations and torn-out notebook pages.	Outstanding Science Trade Books for Students K-12
The Barefoot Book of Earth Tales	Dawn Casey & Anne Wilson	Folk tales	This anthology explores how cultures around the world live in harmony with nature.	Outstanding Science Trade Books for Students K-12

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Unit 4: Understanding Different Points of View

Title	Author	Genre	Summary Notes	Awards
Crossing Bok Chitto	Tim Tingle	Historical Fiction	A well-known Choctaw storyteller and Cherokee artist describe the interactions of southern Native Americans and enslaved African Americans.	American Indian Youth Literature Award Booklist Starred Reviews Children's Notable Books
The Boy Who Loved Math	Deborah Heiligman	Historical Biography	Learn about the work of mathematician Paul Erdos, who met and collaborated with other scholars all over the world.	Booklist Starred Reviews
The Miraculous Journey of Edward Tulane	Kate DiCamillo	Fiction/Fantasy	When Edward Toulane, a proud china rabbit, becomes lost, he embarks on an adventurous journey home. Through this story, we are shown how a broken heart can learn to love again.	Cooperative Children's Book Center Choices, 2000-present Indies Choice Book Awards School Library Journal Best Books School Library Journal Starred Reviews
Inside Out and Back Again	Thahna Lai	Historical Fiction	When ten-year-old Ha, along with her family, is forced to leave her home city of Saigon after the Vietnam War, she ends up in Alabama, where she has to adjust to the dull cuisine and unusual surroundings.	John Newbery Medal Honor Books Kirkus Best Books National Book Awards Notable Children's Books in the English Language Arts Notable Social Studies Trade Books for Young People
The One and Only Ivan	Katherine Applegate	Fiction	Ivan, a laid-back gorilla, lives in a glass mall exhibit, barely missing his home in the jungle. When, however, he meets the newly arrived baby elephant Ruby, he begins to see their home in a new way.	John Newberry Medal Winner
Island of the Blue Dolphins	Scott O'Dell	Fiction	In the Pacific is a fish-shaped island around which blue dolphins swim. Indians once lived on the island, but when they sailed away for a new home, they left behind a young girl named Karana. This novel tells the story of her survival as she waits through the years for a ship to come and take her away.	John Newberry Medal Winner

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Unit 5: Technology for a Green Future

Title	Author	Genre	Summary Notes	Awards
Boy Who Harnessed The Wind	William Kamkwamba	Biography	William Kamkwamba, only 14 years od, saves his Malawi village from drought by building a makeshift windmill.	Publishers Weekly Starred Review
Energy Island	Allan Drummond	Informational Nonfiction	An island in Denmark invents a new way to produce sustainable energy.	Outstanding Science Trade Books for Students K-12 Children's Core Collection, 20th ed. and Supplements Booklist Starred Review
Cycle of Rice, Cycle of Life	Jan Reynolds	Informational Nonfiction	Rice farming is more than simply farming to the people of Bali, Southeast Asia. It is embedded in their society, culture, and religion. These Balinese farmers use their knowledge of cycles of nature and water to generate a method of sustainable farming that has lasted them for at least a thousand years.	Kirkus Reviews
Common Ground: The Water, Earth, and Air We Share	Molly Bang	Nonfiction	In one village, natural resources have become limited. How will each villager's wishes and needs be cooperatively met, and how will the villagers wisely handle what they have left?	School Library Journal Starred Review Kirkus Reviews
Saving Animals from Oil Spills (Rescuing Animals from Disasters)	Stephen Person	Narrative Nonfiction	In these true-life stories, scientists and volunteer rescuers save animals from disasters such as oil spills, floods, and earthquakes. The pictures present the heart-rendering plight of these creatures.	Outstanding Science Trade Books for Students K-12, 2013
Biomimicry: Inventions Inspired by Nature	Dora Lee	Nonfiction	Surprisingly, and yet not, we look to various animals and plants for technological inspiration—from small, simple inventions to solutions for impending global disasters. The text showcases actual field research conducted by leading scientists working at the cutting edge.	Norma Fleck Award
Green Boy	Susan Cooper	Fiction	On a fictitious Bahamian island, Trey, Lou, and their grandfather try to protect their home from developers spoiling the island. The brothers suddenly find themselves in Pangaia, an alternate reality, polluted and overdeveloped – what might become of their island. Back home, Lou is mute and known to act "strangely," but in Pangaia a group of militant environmentalists see him as their savior.	Publishers Weekly Starred Review Booklist Starred Review
The Down-to-Earth Guide To Global Warming	Laurie David	Nonfiction	Have questions about global warming? What is it exactly? How did it start? How does it affect the planet? What can we do help prevent it from getting worse? How can we repair what is already damaged? This guide offers straightforward answers these questions.	Kirkus Best Books of 2007 San Francisco Chronicle Best Books of 2007

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Unit 6: Confronting Challenges

Title	Author	Genre	Summary Notes	Awards
Treasury of Greek Mythology	Donna Jo Napoli	Mythology	The book explores the myths of well-known Greek gods and goddesses, and shows how they are related to real-life people and events.	2012 Notable Children's Books - ALSC School Library Journal Best Books of 2011
Young Zeus	G. Brian Karas	Mythology	As soon as he was born, Zeus was in danger. His mother had to hide him away on the island of Crete. But with the help of nymphs, a goat, and several Olympian gods, Zeus eventually becomes ruler of the gods and master of thunder and lightening.	Children's Choices, 2011 Cooperative Children's Book Center Choices Notable Social Studies Trade Books for Young People
Nation's Hope: The Story Behind Boxing Legend Joe Louis	Matt De La Peña	Biography	Just before the start of WWII, world boxing champion Joe Louis fought the only man who had defeated him, Nazi Germany's Max Schmeling. In their rematch in Yankee Stadium, Louis not only had African Americans cheering for him, but he also carried the hopes of all Americans to defeat the German.	Notable Social Studies Trade Books for Young People Publishers Weekly Starred Review School Library Journal Starred Review
Nurse, Soldier, Spy: The Story of Sarah Edmonds, a Civil War Hero	Marissa Moss	Biography	During the Civil War, nineteen-year-old Sarah Emma Edmonds wanted to help the U.S. fight against the Confederacy. She disguised herself as a man in order to be let into the army. She was such an excellent soldier and nurse that she was chosen to go behind enemy lines to spy.	Notable Social Studies Trade Books for Young People, 2012 Publishers Weekly Starred Review Teachers' Choices List, 2012
Animal Heroes: True Rescue Stories	Sandra Markle	Informational Nonfiction	From cats and dogs to gorillas and dolphins, trained and wild animals have saved many people from life-threatening situations. Author Sandra Markle describes how and why these animals rescue people.	Library Media Connection Starred Review Teachers' Choices List, 2009
Annie and Helen	Deborah Hopkinson	Biography	When Helen Keller was only an infant, a terrible illness left her both blind and deaf. Since she had no way to tell people how she felt or what she wanted, Helen felt angry and frustrated. A woman named Annie Sullivan came to live with Helen and slowly taught her how to communicate using her fingers to draw letters on her hand.	School Library Journal Starred Review
The Dreamer	Pam Muñoz Ryan	Historical Fiction	Ricardo Eliecer Neftalí Reyes Basoalto, a very shy boy, likes to read and write and daydream. His authoritative father disapproves and mocks him. But in his late teens, he eventually becomes one of the most well-known poets in the world, under the pseudonym Pablo Neruda.	Americas Book Award for Children's and Young Adult Literature Children's Choices, 2011 Notable Children's Books in the English Language Arts Notable Social Studies Trade Books for Young People Publishers Weekly Starred Review Pura Belpre Awards School Library Journal Starred Review
American Tall Tales	Mary Pope Osborne	Folklore	This book contains a collection of American tall tales about folk heroes such as Paul Bunyan, Pecos Bill, John Henry, and Sally Ann Thunder Ann Whirlwind.	Notable Children's Trade Books in the Field of Social Studies School Library Journal Best Books School Library Journal Starred Reviews
Brave Girl: Clara and the Shirtwaist Maker's Strike of 1909	Michelle Markel	Informational Nonfiction	Clara Lemlich, an immigrant from Ukraine, is hired to work at a factory that manufactures women's clothing. Working more than ten hours a day, she deals with terrible working conditions, poor treatment from her employers, and little payment. Eventually, Clara leads the largest strike of women workers in American history.	Orbis Pictus Award Publishers Weekly Starred Reviews School Library Journal Best Books 2013, Nonfiction School Library Journal Starred Review
Grand Mosque of Paris: A Story of How Muslims Saved Jews During the Holocaust	Karen Gray Ruelle	Informational Nonfiction	During the Nazi occupation of Paris, the Muslim community helped to rescue Jews, who took refuge in tunnels, rooms, and catacombs underneath the Grand Mosque of Paris. Read about how courage, faith, and devotion to justice saved the lives of many Jews of all ages.	Cooperative Children's Book Center Choices, 2000-present Library Media Connection Notable Social Studies Trade Books for Young People
Promises to Keep: How Jackie Robinson Changed America	Sharon Robinson	Biography	Sharon Robinson writes a biography of her father, Jackie Robinson, one of the most famous American baseball players in history. Sharing her own memories of her father, letters, and family photographs, she describes how he broke racial barriers in baseball—and American sports in general—and his eventual work as a civil rights activist.	Booklist Starred Review Cooperative Children's Book Center Choices, 2000-present Publishers Weekly Starred Review School Library Journal Starred Review

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Unit 7: Developing a Nation

Title	Author	Genre	Summary Notes	Awards
Seed by Seed: The Legend and Legacy of John "Appleseed" Chapman	Esme Raji Codell	Informational Nonfiction	This poetry book tells the story of John Chapman, better known as Johnny Appleseed, who traveled across the young United States in the early 19th century. Throughout his nomadic life, he planted trees and taught everyone he met valuable lessons.	Kirkus Reviews School Library Journal Starred Review
Revolutionary Friends: General George Washington and the Maqrquis de Lafayette	Selene Castrovilla	Informational Nonfiction	At the birth of a nation, two men form a lasting friendship. The Marquis of Lafayette visits America in support of George Washington and the Patriotic cause in this story of their friendship and Lafayette's impact on America.	Booklist Starred Review School Library Journal Starred Review
Sacagawea	Lise Erdrich	Biography	Born into the Shoshone tribe, Sacagawea was kidnapped by a group of Hidatsa at age 11. At 15, she was forced into a marriage with a much older French Canadian fur trapper and gave birth a son. But her greatest adventure began when she joined Lewis and Clark's groundbreaking expedition as a guide and interpreter.	Carter G. Woodson Multicultural Award Winners International Reading Association Teacher's Choice and Children's Choice Awards
Colonial Voices: Hear Them Speak	Kay Wiinters	Informational Nonfiction	This book examines the events that led to the Boston Tea Party and explains how this act of rebellion led to the outbreak of the War of Independence.	Booklist Starred Reviews Notable Social Studies Trade Books for Young People School Library Journal Starred Review Teachers' Choices
Angel Island: Gateway to Gold Mountain	Russell Freedman	Informational Nonfiction	One million of them found a new place to call home. Letters, poems, and memoirs paint the portraits of the new Asian immigrants who came to America between 1892 and 1940. Readers will learn about the people who came to Angel Island and why, California's immigration screening process and immigration policy changes, and the island's reopening as a historical location.	Booklist Starred Reviews Kirkus Books Starred Review Publishers Weekly Starred Reviews School Library Journal Starred Reviews
Locomotive	Brian Floca	Informational Nonfiction	One day in the summer of 1869, the transcontinental railroad embarks on its first trip. Follow the train as it travels from Omaha to Sacramento, and learn through sensory details what it was like for passengers to ride and workers to work on the rail line.	Caldecott Medal Winner Sibert Honor Book Hornbook Starred Review
The Camping Trip That Changed America	Mordicai Gerstein	Informational Nonfiction	President Theodore Roosevelt needed a vacation. Along with naturalist John Muir, Roosevelt ventured to California and camped in the uncharted woods of Yosemite. The sights and landscapes the men experienced led to Roosevelt founding National Parks to help preserve the beauty and splendor of places like Yosemite.	Notable Social Studies Trade Books for Young People School Library Journal Starred Review

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Unit 8: Earth Changes

Title	Author	Genre	Summary Notes	Awards
Volcano Rising!	Elizabeth Rusch	Informational Nonfiction	Read about eight active and inactive volcanoes around the world. While learning scientific terms, the different types of volcanoes, and how volcanoes work, discover the ways their eruptions alter and have altered the land around them.	Outstanding Science Trade Books for Students, 2013 CCBC Choice
Eruption! Volcanoes and the Science of Saving Lives	Elizabeth Rusch	Informational Nonfiction	Volcanic eruptions are still unpredictable. Currently, a billion people around the world are in danger at any given moment. Join a small group of scientists from the U.S. Geological Survey known as the Volcano Disaster Assistance Program as they endeavor to learn more about volcanoes so that they will be able to predict future eruptions and avert any more calamities.	School Library Journal Starred Review Kirkus Starred Reviews
Inside Volcanoes	Melissa Stewart	Informational Nonfiction	What causes volcanoes to form, and how are they formed? How are they measured? What can scientists learn from them?	Children's Core Collection, 20th ed. and Supplements Horn Book Guide Titles, Rated 1 - 4 Middle and Junior High Core Collection, 10th ed. and Supplements
You Are the Earth	David Suzuki, Kathy Vanderlinder	Informational Nonfiction	Seeking to teach conversation ethics to children, this book delves into the interconnectedness of the life on Earth and the planet's resources by discussing clean air, water, soil, the sun's energy, and plant and animal life.	School Library Journal Starred Reviews Booklist Starred Reviews
Gopher to the Rescue! A Volcano Recovery Story	Terry Catasús Jennings	Informational Nonfiction	In this book that demonstrates the interconnectedness of nature, one gopher survives a volcanic eruption and digs to save other animals.	Outstanding Science Trade Books for Students K-12, 2013
Bodies from the Ice: Melting Glaciers and Rediscovery of the Past	James M. Deem	Informational Nonfiction	Every so often, receding glaciers reveal mummified remains, including that of Iceman Ötzi, over five thousand years old, in the Alpine mountains; climber George Mallory, found on Mount Everest; and others across time and around the world. These remains can provide us insight into the cultures to which these people once belonged. Also explored in this book is the methodology of glaciology.	Notable Social Studies Trade Books for Young People Outstanding Science Trade Books for Students K-12, 2009 School Library Journal Starred Review
Inside Earthquakes	Melissa Stewart	Informational Nonfiction	What are earthquakes? Why, how, and where on Earth do they occur? Learn more about earthquakes with features such as satellite photographs and firsthand accounts.	Children's Core Collection, 20th ed. and Supplements Horn Book Guide to Children's Young Adult Books Middle and Junior High Core Collection, 10th ed. and Supplements

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Unit 9: Resources and Their Impact

Title	Author	Genre	Summary Notes	Awards
Money Madness	David A. Adler	Informational Nonfiction	As an introduction to the concept of currency, this guide explains the purpose of money, when it was invented, and the different types of transactions we use in the present day.	Children's Core Collection, 20th ed. and Supplements Horn Book Guide Titles
Weslandia	Paul Fleischman	Fiction	Summer break has begun, and Wesley, after learning that civilizations have staple crops, plans to form his own civilization. To begin, he starts with a garden in his backyard, growing large, peculiar plants that provide him with food, drink, clothing, and shelter. Eventually, his neighbors and classmates begin to catch on…	School Library Journal Starred Review Publisher's Weekly Starred Review
Uncle Jed's Barbershop	Margaree King Mitchell	Historical Fiction	Sarah Jean's uncle wants to own his very own barbershop. As he attempts to save enough money to open one, he faces repeated financial hardships–from the Great Depression bank failures to his niece's emergency surgery. Eventually, though, through perseverance, Uncle Jed achieves his dream.	Coretta Scott King Award Kirkus Reviews
Tuttle's Red Barn: The Story of America's Oldest Family Farm	Richard Michelson	Historical Fiction	In 1632, John Tuttle left England to move to New England. He decided to settle in Dover, New Hampshire, the largest settlement in the state, consisting of only twenty cabins. His farm would operate for generations to come, as his family participated in and witnessed major historical events.	Kirkus Reviews
Chicken Sunday	Patricia Polacco	Realistic Fiction	When Patricia's grandmother – her only family – passes away, she is taken into her neighbor's family – a white Russian American among African Americans. After learning that her surrogate grandmother has been eying an Easter bonnet, Patricia and her new brothers set out to buy the bonnet as a present. The reader will learn lessons of tolerance throughout the book.	Booklist Starred Review School Library Journal Starred Review
A New Coat for Anna	A New Coat for Anna	Historical Fiction	It is the aftermath of World War II, a time of financial hardship for many. Anna needs a new coat, and, though Anna's mother doesn't have any money, she is determined to provide a coat for her daughter, even if it means having it made from scratch.	Booklist Starred Review Publisher's Weekly Starred Review
A Llama in the Family	Johanna Hurwitz	Fiction	For some time, Adam has been hoping for a new mountain bike. When his parents announce there's a surprise for him, he is certain it will be a new bicycle. To his great shock, however, he finds a llama in his backyard. We follow Adam as he starts to realize just how profoundly his new animal companion will change his life.	Publisher's Weekly Starred Review School Library Journal Starred Review
The Toothpaste Millionaire	Jean Merrill	Fiction	Rufus Mayflower just wants to make toothpaste at a lower price than he'd have to pay at the store. With his friend Kate Mac Kinstrey, Rufus figures out a process for toothpaste production, and becomes a millionaire by the time he's in eighth grade! The story features a number of mathematical problems that the protagonists must solve as they build their toothpaste empire.	Dorothy Canfield Fisher Children's Book Award
Tarantula Shoes	Tom Birdseye	Fiction	Eleven-year-old Ryan feels out of place after his family moves from Arizona to Kentucky. Hoping that establishing himself as a great basketball player will make him feel more comfortable in his new school, he aims to buy a pair of basketball shoes – but they're very expensive. He, his new friend Gordon, and his pet tarantula Fang raise the money to buy the shoes.	Booklist Starred Review School Library Journal Starred Review

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Unit 10: The Power of Electricity

Title	Author	Genre	Summary Notes	Awards
Electrical Wizard: How Nikola Tesla Lit Up the World	Elizabeth Rusch	Biography	This picture-book biography explores Nikola Tesla's life and inventions. Thomas Edison who? Learn about two of Tesla's enterprises that changed our lives forever: the establishment of alternating current as the worldwide standard, and the harnessing of the power of Niagara Falls for hydroelectric power.	Gelett Burgess Award for Biography CBC/Bankstreet College Best Book of the Year, 2011
Charged Up: The Story of Electricity	Jacqui Bailey	Informational Nonfiction	This introduction to electricity teaches you how electricity takes its journey from power stations to your home, whether you live in the country, suburbs, or city.	Science Books and Films
Electricity	Matt Mullins	Informational Nonfiction	Learn all about electricity – its history, the science involved, and scientists such as Benjamin Franklin and James Faraday.	
Wired	Anastasia Suen	Informational Nonfiction	Even wondered how you have electricity in your home? Discover how electricity is conveyed from power plant to bedroom lamp or laptop.	Kirkus Reviews School Library Journal Starred Reviews
The Magic School Bus and the Electric Field Trip	Joanna Cole	Informational Nonfiction	It's time to learn about electricity in Mrs. Frizzle's class, so the class embarks on a field trip. As they travel through power lines around town, they learn about voltage, how electricity generates light and heat, and how electrical appliances function, including light bulbs and toasters.	Boston Globe/Horn Book Award Honor Book Booklist Starred Review
Electricity in the Real World	Sarah E. Ward	Informational Nonfiction	Read to explore electricity: its history, its production, and the different ways we use it, whether it be for satellites or our living room television sets.	
Flick a Switch: How Electricity Gets to Your Home	Barbara Seuling	Informational Nonfiction	This book provides a history of electricity and an explanation of the science behind this intriguing phenomenon. Included are discussions of the first devices invented to harness it and of the numerous ways in which we utilize it today.	Booklist Starred Review School Library Journal Starred Review
Electricity All Around	Barbara Alpert	Informational Nonfiction	Ever wanted to learn more about electricity? This book explains what it is, where it comes from, how we control and use it, and how exactly we bring it to our homes.	

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Unit	Knowledge Strand	Grade 5
1	Government and Citizenship	**The U.S. Constitution: Then and Now** Why do laws continue to evolve?
2	Character	**Developing Characters' Relationships** Why do we value certain qualities in people?
3	Life Science	**Cultivating Natural Resources** How do we decide which resources we should develop?
4	Point of View	**Recognizing Author's Point of View** How can other perspectives help us evaluate the world?
5	Technology and Society	**Technology's Impact on Society** What value does technology bring to people's lives?
6	Theme	**Up Against the Wild** What compels us to survive?
7	History and Culture	**Conflicts That Shaped a Nation** How does conflict shape a society?
8	Earth Science	**Water: Fact and Fiction** What does water mean to people and the societies they live in?
9	Economics	**The Economic Development of Cities** How do economic changes impact society?
10	Physical Science	**Transforming Matter** Why do we measure and describe the world?

Unit 1: The U.S. Constitution: Then and Now

Title	Author	Genre	Summary Notes	Awards
1776: A New Look at Revolutionary Williamsburg	K.M. Koystal	Informational Nonfiction	Allows students to view the American Revolution from the perspectives of the everday men and women who were most affected by it.	Notable Children's Trade Books in the Field of Social Studies VOYA's 5Q Picks
The Signers: The 56 Stories Behind the Declaration of Independence	Dennis Brindell Fradin	Informational Nonfiction	Profiles the 56 men who pledged their "lives, fortunes, and sacred honor" in support of American independence.	Children's Notable Books Notable Children's Trade Books in the Field of Social Studies Teachers' Choices
Those Rebels, John and Tom	Barbara Kerley	Informational Nonfiction	Provides a vivid portrait of two men—Thomas Jefferson and John Adams—who joined forces to secure America's independence, in spite of their own conflicting personalities.	Booklist Starred Reviews Cooperative Children's Book Center Choices, 2000-present Publishers Weekly Starred Reviews
The Constitution	Stephen Krensky	Informational Nonfiction	An in-depth study of the framwork of our government.	Best Children's Books of the Year
We the People: The Story of our Constitution	Lynne Cheney	Informational Nonfiction	Outlines the difficulties the new nation faced following the Revolution, and how the framers of the U.S. Constitution addressed these issues.	Starred Reviews
Articles of Confederation	Blair Belton	Informational Nonfiction	Explains the reasons behind the creation of the Articles of Confederation, its effects on American history, and the individuals involved in its development.	
Shh! We're Writing the Constitution	Jean Fritz	Informational Nonfiction	Provides students with a behind-the-scenes look at the closed-door deliberations that produced the U.S. Constitution.	An ALA Notable Book
How the Consitution was Created	Janet Hubbard-Brown	Informational Nonfiction	Traces the history of the U.S. Consitution from its roots in previous documents to its role in contemporary American society, and spotlights key individuals who contributed to its development and success.	Best Books for Children Preschool Through Grade 6, 9th ed. Best Books for Middle School and Junior High Readers, Grades 6-9, 2nd ed. Children's Catalog, 19th ed. and Supplements Horn Book Guide Titles, Rated 1 - 4
U.S. Constitution and You	Syl Sobel, J.D.	Informational Nonfiction	Uses straightforward language to make real-world connections between the U.S. Constitution and the everyday freedoms it protects, and to explain how power is shared between the different levels of government.	
Founding Mothers: Remembering the Ladies	Cokie Roberts	Informational Nonfiction	Highlights the contributions of various female patriots of the American Revolution, including Martha Washington, Abigail Adams, Phyllis Wheatley, Mercy Otis Warren, Sarah Livingston Jay, and others.	Starred Review

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Unit 2: Developing Characters' Relationships

Title	Author	Genre	Summary Notes	Awards
Trickster: Native American Tales: A Graphic Collection	Matt Dembicki	Folktale	A collection twenty-one trickster tales from a variety of Native American traditions, rendered in graphic novel format.	Booklist Starred Reviews Great Graphic Novels for Teens Kirkus Books of Special Note School Library Journal Starred Reviews
Odd and the Frost Giants	Neil Gaiman	Norse Myth/Fiction	An unlucky Norwegian boy named Odd, 12, has run into a bad streak of luck. He lost his father on a Viking expedition, his foot got crushed under a tree, and the winter is dragging on. Everything changes when he goes into the woods and releases a trapped bear. After meeting three Norse gods, trapped in animal form, they ask him to find the frost giants who have Thor's hammer. Is he up to the task?	Cooperative Children's Book Center Choices, 2000-present
Shutting Out the Sky	Deborah Hopkinson	Informational Nonfiction	Recounts the stories of five immigrants to New York's Lower East Side, and their struggles to achieve the American dream.	Notable Children's Trade Books in the Field of Social Studies School Library Journal Starred Reviews Teachers' Choices
Lady Liberty: A Biography	Doreen Rappaport	Informational Nonfiction	Tells the story of the building of the Statue of Liberty through a series of first-person narratives told from the perspectives of those involve in its conception and construction, as well as those who have been inspired by it.	Notable Children's Trade Books in the Field of Social Studies , Starred Reviews Teachers' Choice
Inside Out & Back Again	Thanhha Lai	Realistic Fiction	A series of poems chronicles a young girl's flight from her home in Vietnam after the fall of Saigon, and her struggle to adjust to her new home in Alabama.	National Book Award John Newbery Medal Honor Books Notable Children's Books in the English Language Arts Notable Children's Trade Books in the Field of Social Studies School Library Journal Best Books
The Miraculous Journey of Edward Tulane	Kate DiCamillo	Fantasy Fiction	Edward Tulane is a vain, cold-hearted china rabbbit who never appreciates love until he embarks on an accidental jounrey that takes him from the bottom of the ocean to the streets of Memphis.	Cooperative Children's Book Center Choices, 2000-present Indies Choice Book Awards Kirkus Books of Special Note Library Media Connection Starred Reviews School Library Journal Best Books School Library Journal Starred Reviews

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Unit 3: Cultivating Natural Resources

Title	Author	Genre	Summary Notes	Awards
The Tapir Scientist	Sy Montgomery	Informational Nonfiction	Examines the little-seen and endangered tapir, "the gardener of the forest," which plays a critical role in maintaining foliage in the world's largest wetland area.	Booklist Editors Choice Booklist Starred Reviews Kirkus Books of Special Note Publishers Weekly Starred Reviews School Library Journal Starred Reviews
How to Clean a Hippopotamus: A Look at Unusual Animal Partnerships	Steve Jenkins & Robin Page	Informational Nonfiction	Explains the concept of animal symbiosis through lively descriptions of some of nature's most fascinating partnerships.	Outstanding Science Trade Books for Students K-12 School Library Journal Starred Reviews Science Books & Films Best Books Science Books & Films Editor's Choice
City Fish, Country Fish	Mary M. Cerullo	Informational Nonfiction	Cerullo contrasts the lives of "city fish" (those that live in tropical waters) and "country fish" (those that live in colder oceans), and examines how each type of fish is adapted to meet the challenges of its habitat.	Library Media Connection Starred Reviews School Library Journal Starred Reviews Science Books & Films Best Books Science Books & Films Editor's Choice
Bones: Skeletons and How They Work	Steve Jenkins	Informational Nonfiction	Jenkins compares the skeletal structure of different animals, illustrating the difference between an elephant's heavy leg and a stork's feather-light femur, or the difference between a human hand and that of a spider monkey.	Cooperative Children's Book Center Choices, 2000-present, Starred Reviews Science Books & Films Best Books Science Books & Films Editor's Choice
All About Sleep From A to Zzzz	Elaine Scott	Informational Nonfiction	Aided by fanciful cartoon illustrations, this book examines what happens to the human body during sleep. Includes information on dreams and sleep disorders.	Outstanding Science Trade Books for Students K-12, Children's Core Collection, 20th ed. and Supplements Horn Book Guide Titles, Rated 1 - 4 Middle and Junior High Core Collection, 10th ed. and Supplements
Elephant Scientist	Caitlin O'Connell & Donna M. Jackson	Informational Nonfiction	Namibia's elephants as they communicate through sounds and vibrations that they feel. Process of hypothesis and remarkable discovery.	Outstanding Science Trade Books for Students K-12 School Library Journal Starred Reviews Science Books & Films Best Books
After the Kill	Darrin Lunde	Informational Nonfiction	This book reveals the dramatic struggle for survival among predator, prey, and scavenger, through the story of a lioness who attacks and kills a grazing zebra. After the kill, the lioness brings the zebra to her cubs to feed. What remains is fought over by vultures, jackals, and hyenas. The chain of animals involved is absolutely fascinating and when they are done the bones are indeed clean and left to bleach in the sun on the hot Serengeti Plain where they will eventually turn to dust.	Outstanding Science Trade Books for Students K-12 Science Books & Films Best Books Science Books & Films Editor's Choice
Animal Eyes	Beth Fielding	Informational Nonfiction	This book introduces the eyes of humans and 12 animal species from cats to flies, comparing and contrasting their appearance and abilities.	Horn Book Guide Titles, Rated 1 - 4 Outstanding Science Trade Books for Students K-12
Animals Upside Down	Steve Jenkins & Robin Page	Informational Nonfiction	With the aid of colorful interactive elements, this book explores the reasons for, and the advantages of, upside-down animal behavior. Includes a glossary.	Kirkus Best Books Kirkus Books of Special Note Outstanding Science Trade Books for Students K-12

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Unit 4: Recognizing Author's Point of View

Title	Author	Genre	Summary Notes	Awards
Shutting Out the Sky	Deborah Hopkinson	Informational Nonfiction	Recounts the stories of five immigrants to New York's Lower East Side, and their struggles to achieve the American dream.	Notable Children's Trade Books in the Field of Social Studies School Library Journal Starred Reviews Teachers' Choices
Inside Out & Back Again	Thanhha Lai	Realistic Fiction	A series of poems chronicles a young girl's flight from her home in Vietnam after the fall of Saigon, and her struggle to adjust to her new home in Alabama.	John Newbery Medal Honor Books Notable Children's Books in the English Language Arts Notable Children's Trade Books in the Field of Social Studies School Library Journal Best Books
Wonder	R.J. Palacio	Realistic Fiction	August (Auggie) Pullman was born with a facial difference that has kept him from attending school--until now. Told from multiple points of view, this affecting story about Auggie's first day of school touches upon the themes of bullying, kindness, courage, and acceptance.	
Pie	Sarah Weeks	Realistic Fiction	Alice's beloved Aunt Polly dies, and astounds the whole town by leaving her award-winning pie crust recipe to her cat, Lardo. When Lardo goes missing, Alice decides to investigate, learns an important lesson about family and friendship along the way.	Kirkus Books of Special Note Library Media Connection Starred Reviews School Library Journal Starred Reviews
Forgiveness Garden	Lauren Thompson	Realistic Fiction	Inspired by the real Garden of Forgiveness in Lebanon and an educational movement of the same name, this story teaches how a single act of kindness and forgiveness can break a cycle of hatred and revenge.	Best Children's Books of the Year
Paiute Princess: The Story of Sarah Winnemucca	Deborah Kogan Ray	Biography	Depicts Sarah Winnemucca's journey as a "a child of two worlds" in the Old West. The daughter of a Paiute chief, Winnemucca served as an interpreter and scout for the U.S. Army, but also wrote and lectured widely about American injustices toward Native Americans.	Library Media Connection Starred Reviews Publishers Weekly Starred Reviews School Library Journal Starred Reviews
Duel! Burr and Hamilton's Deadly War of Words	Dennis Brindell Fradin	Informational Nonfiction	The story of two founding fathers, once friends, who could not overcome a feud. They stood face to face for an illegal duel to the death that changed both of their lives forever.	Notable Children's Trade Books in the Field of Social Studies School Library Journal Starred Reviews
Elephant's Friend and Other Tales From Ancient India	Marcia Williams	Informational Nonfiction	Eight individual stories form a magical collection of India's best-loved animal folk tales. It is taken from the three books of Indian folk tales--"Hitopadesha Tales", "Jataka Tales" and "Panchantra Tales"--the stories are packed with humour and warmth.	Horn Book Guide Titles, Rated 1 - 4 Publishers Weekly Starred Reviews
Return to Sender	Julia Alvarez	Realistic Fiction	After his family hires Mexican migrant workers to help save their Vermont farm, Tyler, 11, befriends Mari, the oldest daughter. Their friendship is tested, however, when Tyler learns that Mari may not be in the country legally.	Americas Book Award for Children's and Young Adult Literature Children's Notable Books Notable Children's Trade Books in the Field of Social Studies Pura Belpre Awards

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Unit 5: Technology's Impact on Society

Title	Author	Genre	Summary Notes	Awards
Next Stop Grand Central	Maira Kalman	Informational Nonfiction	An exuberant tribute to the busiest train station on Earth. Full of fun, history, information and Grand Central's New Look.	Booklist Starred Reviews Notable Children's Trade Books in the Field of Social Studies, School Library Journal Starred Reviews
Potatoes on the Rooftops	Hadley Dyer	Informational Social Studies	An examination of the growing urban farming movement, aided by age-appropriate language and colorful graphics.	
Ice!: The Amazing Story of the Ice Business	Laurence Pringle	Informational Social Studies	To get ice today, we need to go no farther than our freezers, but this was not always the case. Learn how ice was first transported as Laurence Pringle looks at Rockland Lake, coined 'the ice box of New York City.' You'll get all the chilly facts about how the ice industry got its start in a world where cold drinks on a hot day were few and far between.	Cooperative Children's Book Center Choices, 2000-present Horn Book Guide Titles, Rated 1 - 4 Kirkus Books of Special Note
One Times Square: A Century of Change at the Crossroads of the World	Joe McKendry	Informational Science	Tells the story of the development, decline, and revitalization of "The Crossroads of the World."	Horn Book Guide Titles, Rated 1 - 4 Kirkus Best Books
Drones: From Insect Spy Drones to Bomber Drones	Scholastic	Informational Science	Describes the applications of, and controversy surrounding, this emerging technology.	NSTA 2015
Sally Ride: Life on a Mission (A Real-Life Story)	Sue Macy	Biography	A gifted student and athlete, Sally Ride grew up to become the first American woman in space, and spent the rest of her life as a tireless advocate for women in science.	NSTA 2015
Secret Subway: The Fascinating Tale of an Amazing Feat of Engineering	Martin W. Sandler	Informational Science	Describes how one visionary built the first subway in New York City.	NSTA 2010
Stronger Than Steel: Spider Silk DNA and the Quest for Better Bulletproof Vests, Sutures, and Parachute Rope	Bridget Heos	Informational Science	With the aid of eye-catching photographs and real-world examples, this book explores the latest developments in genetics, and discusses how these discoveries might be used to improve our lives.	NSTA 2014
The Mighty Mars Rovers: The Incredible Adventures of Spirit and Opportunity	Elizabeth Rusch	Informational Science	Tells the amazing story of the twin rovers that explored the surface of Mars, and the determined geologist who worked to get them there.	NSTA 2013

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Unit 6: Up Against the Wild

Title	Author	Genre	Summary Notes	Awards
Terezin: Voices From the Holocaust	Ruth Thomson	Informational Social Studies	Primary source personal narratives from survivors of the infamous "show" camp of Terezin, where the Nazis forced inmates to use their artistic talents to fool the international community about the true nature of the Holocaust.	Cooperative Children's Book Center Choices, 2000-present Library Media Connection Starred Reviews Notable Children's Trade Books in the Field of Social Studies School Library Journal Starred Reviews VOYA's Nonfiction Honor List
Can We Save the Tiger?	Martin Jenkins	Informational Science	Explains how human actions are threatening the survival of a number of species, from large cats to smaller mammals.	Starred Reviews, Outstanding Science Trade Books for Students K-12
Out of the Dust	Karen Hesse	Historical Fiction	Out of the Oklahoma dust bowl of 1934 comes Billie Jo, 15, who must forgive her father, for causing the accident that left her savagely scarred, and her mother too weak to live through childbirth for abandoning her when she most needed to be loved. Written in unrhymed verse, the author explores the ecology of the land and the topography of the heart.	John Newbery Medal Winners, Starred Reviews Notable Children's Books in the English Language Arts
I Came From the Water: One Haitian Boy's Incredible Tale of Survival	Vanita Oelschlager	Historical Fiction	Based on a real story, a young boy tells his story of surviving a 2004 Haitian flood as an infant, being rescued and sent to an orphanage and surviving several other natural disasters including earthquakes and cholera, since then.	
Children of the Great Depression	Russell Freedman	Informational Biography	Describes the challenges faced by young people during the Great Depression, and profiles their resiliency in the face of these challenges.	Starred Reviews, Library Media Connection Starred Reviews Orbis Pictus Award Winners Teachers' Choices VOYA's 5Q Picks
Hatchet	Gary Paulsen	Fiction	When thirteen-year-old Brian Robeson's plane crashes, he finds himself alone in the Canadian wilderness with nothing but his clothes, a windbreaker, and a hatchet he received from his mother as a present. Brian must summon all of his wits, determination, and courage to survive and find his way back to civilization.	John Newberry Honor
Titanic: Voices from the Disaster	Deborah Hopkinson	Informational Social Studies	Retells the story of the doomed ocean liner through the accounts of those who survived the disaster, aided by actual photographs taken on board the ill-fated vessel.	Kirkus Best Books Starred Reviews Teachers' Choices
Outbreak: Plagues That Changed History	Bryn Barnard	Informational Social Studies	Shows the causal link between specific plagues, such as the Black Death, smallpox, and cholera, and the course of human history.	Teachers' Choices VOYA's Nonfiction Honor List
Esperanza Rising	Pam Munoz Ryan	Historical Fiction	Esperanza's privileged childhood comes to an abrupt and tragic end when her father is murdered by bandits. With her family and household staff, Esperanza escapes to the United States, where she is forced to adjust to life not only in a new country, but in a new social class as well.	Best Books for Young Adults Children's Notable Books Cooperative Children's Book Center Choices, 2000-present Notable Children's Books in the English Language Arts Notable Children's Trade Books in the Field of Social Studies Pura Belpre Awards Young Adults' Choices

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Unit 7: Conflicts That Shaped a Nation

Title	Author	Genre	Summary Notes	Awards
George vs. George: The American Revolution As Seen from Both Sides	Rosalyn Schanzer	Informational Social Studies	The saying *there are two sides to every story* comes to life visually in this book. On each spread, King George III and George Washington face each other with stern expressions, each trying to tell their version of the events that sparked the American Revolution.	School Library Journal Starred Review ALA Notable Book Orbis Pictus Recommended Book Capitol Choices Best Book Chicago Public Library Best Books
Patriots in Petticoats: Heroines of the American Revolution	Shirley Raye Redmond	Informational Social Studies	Showcasing twenty-four Daughters of the Revolution, this volume explores the roles of women in the American Revolution on the battlefield and behind the scenes.	
Lafayette and the American Revolution	Russell Freedman	Informational Social Studies	An account of the revolutionary exploits of the Marquis de Lafayette, the young French nobleman who came to America to aid the colonists in their fight for independence.	Booklist Starred Review ALA: Youth Media Award Winners
The Black Regiment of the American Revolution	Linda Crotta Brennan	Informational Social Studies	This book celebrates the regiment of African-American soldiers who fought in the Battle of Rhode Island, telling the story of the regiment's formation and their valor on the battlefield.	
Let It Begin Here!: Lexington & Concord: First Battles of the American Revolution	Dennis Brindell Fradin	Informational Social Studies	An introduction to the final events leading up to the start of the Revolutionary War, from the Midnight Ride to the Battles of Lexington and Concord.	Booklist Starred Review BookLinks Starred Review
The Price of Freedom: How One Town Stood Up to Slavery	Judith Bloom Fradin and Dennis Brindell Fradin	Informational Social Studies	Describes how one Ohio community fought to secure the freedom of an escaped slave, in defiance of the Fugitive Slave Act of 1850.	Horn Book Guide Titles, Rated 1 - 4 Kirkus Books of Special Note School Library Journal Starred Reviews
Crossing Bok Chitto: A Choctaw Tale of Friendship and Freedom	Tim Tingle	Historical Fiction	A stirring tale of cooperation between Native Americans and African Americans in the antebellum South.	American Indian Youth Literature Award Booklist Starred Reviews Children's Notable Books
Abraham Lincoln and Frederick Douglas: The Story Behind an American Friendship	Russell Freedman	Biography	The lives of Abraham Lincoln and Frederick Douglass were surprisingly similar and parallel. They were both self taught, loved books, and came from poor upbringings to reach positions of great power. Even though they met a few brief times, Douglass helped Lincoln end the Civil War, abolish slavery, and bring the country back together.	Cooperative Children's Book Center Choices, 2000-present Kirkus Best Books, Kirkus Books of Special Note Publishers Weekly Starred Reviews School Library Journal Best Books Starred Reviews VOYA's 5Q Picks

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Unit 8: Water: Fact and Fiction

Title	Author	Genre	Summary Notes	Awards
Clear Choices: The Water You Drink	Matt Higgins	Informational Nonfiction	Discusses where water is scarce in the world where water it is contaminated. A colorful bar graph depicts a World View of the relative percentages of populations with access to safe drinking water. Color photographs depict the effects of pollution. Innovative technologies for remediation of polluted water and desalinization of sea water are explored as well as conservative measures such as rainwater collection.	Science Books & Films Best Books Science Books & Films Editor's Choice
Frozen Secrets: Antarctica Revealed	Sally M. Walker	Informational Sciecne	Provides an overview of the history, topography, and climate of Antarctica, and discusses current scientific exploration and research in the area.	School Library Journal Starred Reviews Science Books & Films Best Books Science Books & Films Editor's Choice VOYA's Nonfiction Honor List
Tornado: The Story Behind These Twisting, Turning, Spinning, and Sprialing Stoms	Judith Bloom Fradin & Dennis Brindell Fradin	Informational Science	Explains the science behind twisters, and uses news reports and first-person accounts from survivors and storm chasers to describe the experience of living through a tornado.	Library Media Connection Starred Reviews NTSA Outstanding Science Trade Books for Students K-12
Inside Tornadoes	Mary Kay Carson	Informational Science	Examines the nature, formation, appearance, and mesaurement of tornadoes. Includes accounts of four devastating tornadoes from the past.	Starred Reviews
Inside Hurricanes	Mary Kay Carson	Informational Science	Examines the nature, appearance, and causes of hurricanes, and provides tips on how to stay safe in a storm.	Starred Reviews
Inside Weather	Mary Kay Carson	Informational Science	What causes things to happen in nature like the blowing wind? Why are some locations very wet while others hardly ever get a drop of rain? There are people called meteorologists whose job it is to find the answers to these questions and others relating to weather. Learn how they make their predictions and take a look at weird weather phenomena from around the world.	
Inside Lightning	Melissa Stewart	Informational Science	Examines scientific research on lightning, and includes accounts from real-life lightning-strike survivors.	Starred Reviews
All the Water In the World	George Ella Lyon	Poetry	This colorful and inspirational poem presents facts about water while stressing the need for water conservation.	

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Unit 9: The Economic Development of Cities

Title	Author	Genre	Summary Notes	Awards
The Great American Dust Bowl	Don Brown	Graphic Nonfiction	Richly illustrated, this graphic novel explains the topographical, environmental, and agricultural causes of the Dust Bowl of the 1930s, and provides vivid accounts of how it affected the people of the Great Plains.	Starred Reviews
River of Dreams: The Story of the Hudson River	Hudson Talbott	Informational Social Studies	Explains the strategic, economic, and cultural importance of the Hudson River, and discusses its affect on American art and society.	
Blue Jean Book: The Story Behind the Seams	Tanya Lloyd Kyi	Informational Social Studies	Covers the history of denim from its origins with miners and cowboys to its embrace by rebels and fashion enthusiasts.	School Library Journal Best Books
Muckrakers: How Ida Tarbell, Upton Sinclair, and Lincoln Steffens Helped Expose Scandal, Inspire Reform, and Invent Investigative Journalism	Ann Bausem	Informational Social Studies	Highlights the achievements of three of the most important writers in the history of American journalism, and describes how their work impacted American society.	Teachers' Choices
Follow Your Money: Who Gets It, Who Spends It, Where Does it Go?	Kevin Sylvester	Informational Social Studies	Using engaging illustrations, this book introduces readers to a number of important economic concepts, such as price, cost, profit, producer, and consumer.	
Through Time: Beijing	Richard Platt	Informational Social Studies	Traces the history of this great city from its prehistoric beginnings to the rise and fall of its great dynasties, and tells the story of the people who have inhabited it, right up to the present day.	

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Unit 10: Transforming Matter

Title	Author	Genre	Summary Notes	Awards
How the World Works: A Hands-On Guide to Our Amazing Planet	Christian Dorion	Informational Nonfiction	A broad overview of Earth's cycles and processes, including the water cycle, plate tectonics, and more.	Royal Society Young People's Book Prize 2011
When the Earth Shakes: Earthquakes, Volcanoes, and Tsunamis	Simon Winchester	Informational Nonfiction	Not even the ground beneath our feet is entirely stable, as this book explores with accounts and explanations of the forces that violently shape our planet.	NTSA Outstanding Science Trade Books for Students K-12 2016 School Library Journal Starred Review
Water Is Water: A Book About the Water Cycle	Miranda Paul	Informational Nonfiction	A group of kids take an illustrated journey through the water cycle and explore liquids, solids, and gases.	
Something Out of Nothing: Marie Curie and Radium	Carla Killough McClafferty	Biography	A biography of the Nobel prize-winning physicist who worked with radioactive elements that would change the world.	NTSA Outstanding Science Trade Books for Students K-12
Erosion: How Land Forms, How It Changes	Darlene R. Stille	Informational Nonfiction	An exploration of erosion: the physical changes to Earth's surface caused by wind, water, and ice.	NTSA Outstanding Science Trade Books for Students K-12
In Search of the Fog Zombie: A Mystery about Matter	Lynda Beauregard	Informational Fiction	Learn about solids, liquids, gases, and properties of matter alongside the campers and counselors at Camp Dakota as the elusive Fog Zombie looms.	
A Drop Of Water: A Book of Science and Wonder	Walter Wick	Informational Nonfiction	Water is one of nature's most fascinating magicians. This book explores the different states of water and all of water's tricks: evaporation, condensation, snowflakes, frost, dew, and clouds.	NTSA Outstanding Science Trade Books for Students K-12 Boston Globe-Horn Book Awards, Winner, 1997 Orbis Pictus Honor Book
Guts: Our Digestive System	Seymour Simon	Informational Nonfiction	Reveals the science secrets behind the complex workings of our digestive system by chronicling the journey of food through the body, from the mouth to the intestines and every stop in between.	NTSA Outstanding Science Trade Books for Students K-12

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Unit	Knowledge Strand	Grade 6
1	Government and Citizenship	**Beyond Democracy** Why might societies form different types of government?
2	Character	**Characters at Crossroads** How can people inspire and change us?
3	Life Science	**Relationships in Nature** What roles can we play in the balance of nature?
4	Point of View	**The Reader's Perspective** How does the journey through life influence a person's point of view?
5	Technology and Society	**Technology in the 21st Century** How do we take responsibility in making advances in technology?
6	Theme	**Legendary Journeys** What inspires a quest?
7	History and Culture	**Achievements of Ancient Cultures** Why do we consider certain civilizations "great"?
8	Earth Science	**Exploring Earth's Structures** How does Earth itself inspire human endeavors?
9	Economics	**Economic Expansion** What does it mean to be a citizen in a global society?
10	Physical Science	**Understanding Our Energy Resources** What does our energy future look like?

Unit 1: Beyond Democracy

Title	Author	Genre	Summary Notes	Awards
Gandhi: The March to the Sea	Alice B. McGinty	Informational Nonfiction	Tells the story of Ghandi's involvment in the 1930 Salt March, a peaceful demonstration against the British taxation of salt in India. Ghandi, along with many others, walked more than 200 miles to gather salt to sell, in direct opposition of British Law.	School Library Journal Starred Reviews
The Wall: Growing Up Behind the Iron Curtain	Peter Sis	Informative Biography	The story of a young artist's dream to be able to draw whatever he wanted and how he came of age during the communist cultural revolution. Offers European perspective of things "American."	Randolph Caldecott Medal Honorees, Notable Children's Books in the English Language Arts Notable Children's Trade Books in the Field of Social Studies
Kubla Khan: Emperor of Everything	Kathleen Krull	Biography	Describes the life of Kubla Khan, beginning with his childhood and moving forward chronologically. Revealing anecdotes are discussed in context with historical developments that occured in Khan's lifetime, such as the construction of Beijing.	Notable Children's Trade Books in the Field of Social Studies School Library Journal Best Books School Library Journal Starred Reviews
Alive In the Killing Fields: Surviving the Khmer Rouge Genocide	Nawuth Keat	Informational Nonfiction	After murdering most of his family, Khmer Rouge soldies dragged nine-year-old Keat from his bed, shot him three times, and left him to die. Somehow, Keat survived, and spent the next several years evading the Khmer Rouge and fighting for his life. This memoir offers a compelling and poigniant glimpse of life as a child in Cambodia in the 1970s.	Notable Children's Trade Books in the Field of Social Studies
Under a Red Sky: Memoirs of a Childhood in Communist Romania	Haya Leah Molnar	Informational Nonfiction	An only child living in postwar Bucharest, eight-year-old Eva Zimmermann has just discovered she is Jewish. Eva's family will do anything to keep her safe, including hiding her own identity from her. This memoir of author Haya Leah Molna's childhood experiences depicts the harsh and frightening reality of living behind the iron curtain.	Cooperative Children's Book Center Choices, 2000-present Kirkus Books of Special Note National Jewish Book Award Winners Notable Children's Trade Books in the Field of Social Studies Publishers Weekly Starred Reviews
Hitler Youth: Growing up in Hitler's Shadow	Susan Campbell Bartoletti	Informational Nonfiction	Explores the various factors which led many of Germany's young people to pledge their loyalty and support to the dictator and join the Hitler Youth during his rise to power.	John Newbery Medal Honor Books Notable Children's Trade Books in the Field of Social Studies Publishers Weekly Starred Reviews School Library Journal Best Books School Library Journal Starred Reviews VOYA's Nonfiction Honor List
90 Miles to Havana	Enrique Flores-Galbis	HIstorical Fiction	A deeply affectiving narrative account of 'Operation Pedro Pan,' the mass evacuation of 14,000 Cuban children to Miami. Many children will be able to relate to the excitement and fear that Julian feels when he is left alone in an orphanage in Miami. Featuring clear but poetic writing, this novel is sure to engross readers in Julian's fascinating story.	Notable Children's Trade Books in the Field of Social Studies Pura Belpre Award Honorees
Forms of Government	Peter Benoit	Informational Nonfiction	A unique culture and history shapes the government of every individual country in the world. In this informative text, readers will learn about the structure of the United States' government, and will compare it to the governments of other nations.	
Governments Around the World	Ernistine Giesecke	Informational Nonfiction	In this informative text, students will learn about different (but connected) topics about government every two pages. An excellent supplement to a unit on any level of government.	Best Books for Children Preschool Through Grade 6, 9th ed. Children's Core Collection, 20th ed. and Supplements"

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Unit 2: Characters at Crossroads

Title	Author	Genre	Summary Notes	Awards
Fatty Legs: a True Story	Christy Jordan-Fenton & Margaret Pokiak-Fenton	Informative Biography	After insisting on traveling to a school to learn how to read from her village in the high Arctic, eight-year-old Margaret Pokiak quickly learns the terrors of living away from home. A nasty nun named Raven develops an immediate disdain for Margaret, and sets out to humiliate her in any way possible. Margaret quickly learns important lessons about standing up to injustice and cruelty, and remains steadfast and brave throughout the story.	
Wild Boy	Mary Losuer	Informational Fiction	A fascinating story of a feral boy's journey to Paris. Readers come to understand that despite eventually entering society, the feral boy retains key habits and behaviors he learned while growing up in the wilderness of southern France.	
Dead End in Norvelt	Jack Gantos	Historical Fiction	After accidentally discharging his father's war relic Japanese rifle, Jack is grounded for the summer. His only refuge from the boredom of his confinement comes when a neighbor's arthrisis prevents her from writing, compelling Jack's mom to volunteer him as the woman's scribe.	Newbury Winner
Heart and Soul: The Story of America and African Americans	Kadir Nelson	Informative Nonfiction	The history of Africans American in the United States. Includes the oppression of slavery, suffering in a country torn in two by Jim Crow Laws, and then newfound inspiration in the Civil Rights Movement.	Coretta Scott King Award Winners, starred reviews
Chains	Laurie Halse Anderson	Historical Fiction	At the start of the Revolutionary War, Isabel is sold to a cruel loyalist family even though her former owner has promised her freedom. She meets Curzon, who convinces her that the only way to freedom is to help the rebels by spying on her new owners. Faced with the choice of working for or against the British, she chooses to side with herself and work with anyone who can help her.	Children's Core Collection, 20th ed. and Supplements Teachers' Choices VOYA's 5Q Picks Margaret A. Edwards Award Notable Children's Trade Books in the Field of Social Studies
The View from Saturday	E. L. Konigsburg	Fiction	A collection of four connected short stories, this book explores Mrs. Olinski's return to teaching after suffering an injury in an automobile accident. Without realizing it, coaching her Academic Bowl team becomes the way in which she once again finds confidence and success.	Newbury Winner

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Unit 3: Relationships in Nature

Title	Author	Genre	Summary Notes	Awards
Life in a Grassland	Dorothy Hinshaw Patent	Informational Nonfiction	*Life in a Grassland* explores the unique qualities of a grassland ecosystem, going into great detail about the geographical features, natural processess, and different species of animals and plants that live in the ecosystem.	Outstanding Science Trade Books for Students K-12
Life in a Deciduous Forest	Dianne M. Macmillan	Informational Nonfiction	This nonfiction text gives an overview of New York state's Adirondack forests, discussing key features of the area such as the plants and animals that live there, and how the forest functions as an ecosystem.	Outstanding Science Trade Books for Students K-12
Life in the Tundra	Cherie Winner	Informational Nonfiction	Explores the ecosystem of Alaska's North Slope, including the different species of plant and animal life that exist there, as well as the geographical features and natural processes of the area.	Outstanding Science Trade Books for Students K-12
Life in an Old Growth Forest	Valeria Rapp	Informational Nonfiction	This informative text explores the ecosystem of the Pacific Northwest's old growth forests. Particular emphasis is placed on decomposition and forest recovery, but more general concepts like the plant and animal life that exists in the ecosystem, and the relationships that exist in the ecosystem are also discussed.	Outstanding Science Trade Books for Students K-12
Alien Deep: Revealing the Mysterious Living World at the Bottom of the Sea	Bradley Hague	Informational Nonfiction	Focusing on the hydrothermal vents that are found on the ocean floor, this informational book also describes how related deep-sea discovers continue to be made.	Horn Book Guide Titles, Rated 1 - 4 Outstanding Science Trade Books for Students K-12
Zombie Makers: True Stories of Nature's Undead	Rebecca L. Johnson	Informational Nonfiction	Focusing on organisms that commandeer the brain of a host entity, this book not only articulates the large number of organisms that can control another life-form, but also describes how many of them are found in North America.	Children's Notable Books Horn Book Guide Titles, Rated 1 - 4 Kirkus Best Books Kirkus Books of Special Note School Library Journal Starred Reviews VOYA's 5Q Picks
Wild Horse Scientists	Kay Frydenborg	Informational Nonfiction	The ecosystem is in danger from the creatures who have called Assateague Island home for hundreds of years. Two scientists seek a way to protect the island's ecosystem and maintain the wild pony population that roam its shores.	Outstanding Science Trade Books for Students K-12 School Library Journal Starred Reviews
Moonbird: A Year On the Wind with the Great Survivor B95	Phillip M. Hoose	Informational Nonfiction	Imagine flying 9000 miles every year. Now imagine flying that far. The 'rufa' red knot B95 flies from Argentina to Canada each March, heading back to Argentina come August. Now, the so-called Moonbird is in trouble; human activity has interrupted its flight pattern. Is there any way we can save this species and maintain our own resources?	Outstanding Science Trade Books for Students K-12 Publishers Weekly Starred Reviews School Library Journal Best Books School Library Journal Starred Reviews
Buzz on Bees: Why Are They Disappearing?	Shelley Rotner	Informational Nonfiction	Honeybees are disappearing at an alarming rate. This book looks at the possible explanations for these massive die-offs and what is being done to address the problem.	Outstanding Science Trade Books for Students K-12 Science Books & Films Editor's Choice
After the Kill	Darrin P Lunde	Informational nonfiction	This book reveals the dramatic struggle for survival among predator, prey, and scavenger, through the story of a lioness who attacks and kills a grazing zebra. After the kill, the lioness brings the zebra to her cubs to feed. What remains is fought over by vultures, jackals, and hyena. The chain of animals involved is absolutely fascinating and when they are done the bones are indeed clean and left to bleach in the sun on the hot Serengeti Plain where they will eventually turn to dust.	Outstanding Science Trade Books for Students K-12 Science Books & Films Best Books Science Books & Films Editor's Choice

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Unit 4: The Reader's Perspective

Title	Author	Genre	Summary Notes	Awards
Dear Miss Breed	Joanne Oppenheim	Informational Nonfiction	Clara Breed, a children's librarian at the San Diego Public Library in the early 1940s, was a friend to dozens of Japanese-American children when the war broke out in December 1941. The story of how she became their lifeline during their internment is shared through letters that her friends wrote her during that time. It's also the story of a woman who was brave enough to speak out against a shameful chapter in American history.	School Library Journal Starred Reviews
Who Was First?	Russell Freedman	Informational Nonfiction	Author Russell Freedman explores the mystery of who first arrived at America through physical evidence, anecdotes, maps, and more.	Starred Reviews Children's Notable Books Cooperative Children's Book Center Choices, 2000-present Notable Children's Trade Books in the Field of Social Studies School Library Journal Best Books VOYA's 5Q Picks VOYA's Nonfiction Honor List
And the Soldiers Sang	J. Patrick Lewis & Gary Kelly	Historical Fiction	Told from the perspective of a fictional young Welshman, this piece of historical fiction tells the true story of the Christmas Truce of 1914.	Boston Globe Honoree, Children's Core Collection, 20th ed. and Supplements
Denied, Detained, Deported : Stories from the Dark Side of American Immigration	Ann Bausum	Informational Nonfiction	Multiple perspectives of the dark side of US immigration including racism, prejudice, political concerns, and fear. This beautifully designed photo-essay connects past immigration issues of economics, racism, national security, and patriotism with what is happening now.	Carter G. Woodson Multicultural Award Winners
The Girl Who Helped Thunder and Other Native American Folktales	James Bruchac & Joseph Bruchac	Folktales	This beautifully illustrated collection contains legends from Native American peoples from all over the United States. These legends and folktales articulate the belief systems and wisdom of various tribes, and offer unique insight into their respective cultures.	Cooperative Children's Book Center Choices, 2000-present
Ellis Island: Coming to the Land of Liberty	Raymond Bial	Informational Nonfiction	A percfect shared read-aloud, this book explores the influences and factors of the mass immigration of people into the United States. It provides a descriptive glimpse at the experience many immigrants had, including the time they spent on Ellis Island.	Notable Children's Trade Books in the Field of Social Studies
Buried Alive	Elaine Scott	Informational Nonfiction	Beneath the Chilean desert on Aug. 5, 2010, thirty-three miners were buried alive 2,000 feet below the surface. There was no contact with the men for seventeen days and there was little hope that any of them survived. But all thirty-three men were miraculously alive. How did they manage to live for that long in complete darkness and very little food?	Starred Reviews
Mysterious Bones: The Story of Kennewick Man	Katherine Kirkpatrick	Informational Nonfiction	In 1996, two young men looking to sneak into a boat race along the Columbia River in Kennewick, Washington, got the shock of their lives. What they found were the oldest and most complete skeletal remains ever discovered in this country. This discovery set off one of the most important archaeological controversies and changed what scientists believed about the colonization of the Americas	Teachers' Choices
The Extraordinary Life of Mark Twain (According to Susy)	Barbara Kerley	Biography/Memoirs	Mark Twain is known as a humorist, but his daughter, Susy Clemens, knows he is much more. To set the record straight, Susy decides to document her famous father, from his habits (good and bad!), to his writing routine, to the family's colorful home life. This book includes excerpts from Susy's actual journal, which gives rare insight into an American icon. Book ends with author's note about Susy and Mark and a step-by-step guide to writing biographies.	Notable Children's Trade Books in the Field of Social Studies

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Unit 5: Technology's in the 21st Century

Title	Author	Genre	Summary Notes	Awards
Word of Mouth: the Food You Eat	Nancy Higgins	Informational Nonfiction	Examines the global problem of world hunger, several contamination issues such as salmonella and tuberculosis and the effects of industrialization and climate change on food production. There is also a concise comparison of grass fed beef and grain fed beef.	Science Books & Films Best Books Science Books & Films Editor's Choice
From Mud Huts to Skyscrapers	Christine Paxxman	Informational Nonfiction	This visually-stunning book includes spreads that focus on individual buildings, ranging from the first man-made huts to the Guggenheim museum. Pertinent information about each structure, such as background on the architect, style, and historical context is also included.	School Library Journal Starred Reviews
Warriors and Wailers: One Hundred Ancient Chinese Jobs You May Have Relished or Reviled	Sarah Tsiang	Informational Nonfiction	Covers over 4,000 years of Chinese history. Rank was very important in China, with nobles and civil servants valued just above peasant farmers, while artisans were just below them. Highest of all was emperor, and the lowest were merchants, because they didn't create anything. Some of the more fascinating jobs include a professional wailer, cormorant fisher, sorceress, noodle maker, and dark green head.	
Emperor's Silent Army: Terracotta Warriors of Ancient China	Jane O'Connor	Informational Nonfiction	In 1974, three farmers were digging a well in a northern province of China when a farmer's shovel struck something hard--the head of a statue. It was the first of the thousand-year-old terracotta soldiers--and horses--that would be unearthed and called wonders of the ancient world.	Booklist Starred Reviews Booklist Top of the List Notable Children's Trade Books in the Field of Social Studies Teachers' Choices
A Long Walk to Water: Based on a True Story	Linda Sue Park	Historical Fiction	11-year-old Salva's life changes drastically when the Sudanese civil war reaches his village in 1985. Separated from his family, Salva is forced to walk through parts of southern Sudan, Ethiopia, and Kenya with his fellow Dinka tribe members in search of safe haven.	Notable Children's Trade Books in the Field of Social Studies Publishers Weekly Starred Reviews School Library Journal Starred Reviews VOYA's 5Q Picks
Bomb: The Race to Build--and Steal--the World's Most Dangerous Weapon	Steve Sheinkin	Informational Nonfiction	Following a German chemist's discovery of what causes uranium atoms split into two, Germany, the Soviet Union, Great Britain and the United States all entered into a race to develop the ultimate weapon.	John Newbery Medal Honor Books Kirkus Books of Special Note Notable Children's Trade Books in the Field of Social Studies Outstanding Science Trade Books for Students K-12
Pharoah's Boat	David Weitzman	Informational Nonfiction	The most skilled shipwrights of Egypt congregate in the shadow of the Great Pyramid at Giza to construct a massive vessel that will transport the mighty Pharaoh, Cheops, into a new world. The ship will become a true sight to behold, and is prepared for the long and mysterious voyage ahead, but not even the pharaoh can imagine exactly where the journey will lead.	Starred Reviews Children's Notable Books Notable Children's Trade Books in the Field of Social Studies School Library Journal Best Books School Library Journal Starred Reviews
What's the Big Idea: Inventions That Changed Life on Earth Forever	Helaine Becker	Informational Nonfiction	Focusing on inventions that fulfill the six basic needs of human beings (food, sleep, shelter, security, good health, and companionship), *What's the Big Idea?* includes spreads that feature specific inventions, ranging from the wheel to the Internet.	Library Media Connection Starred Reviews

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Unit 6: Legendary Journeys

Title	Author	Genre	Summary Notes	Awards
Bodies From the Ice: Melting Glaciers and Rediscovery of the Past	James M. Deem	Informational Nonfiction	Operating through the methodology of glaciology, archaeology, and climate change, this book explores mummified remains discovered in different glaciers and time periods. Famous examples of glacial remains such as the Alpine Iceman Otzi and the body of George Mallory on Mount Everest are discussed in detail.	Notable Children's Trade Books in the Field of Social Studies Outstanding Science Trade Books for Students K-12 School Library Journal Starred Reviews
Top 10 Worst Things About Ancient Rome You Wouldn't Want to Know	Victoria England	Informational Nonfiction	This book offers an amusing take on history by establishing a few general facts about ancient Rome and its culture before listing the ten most unpleasant aspects of living there.	
Top 10 Worst Things About Ancient Egypt You Wouldn't Want to Know	Victoria England	Informational Nonfiction	This book offers an amusing take on history by establishing a few general facts about ancient Egypt and its culture before listing the ten most unpleasant aspects of living there.	
Top 10 Worst Things About Ancient Greece You wouldn't Want to Know	Victoria England	Informational Nonfiction	This book offers an amusing take on history by establishing a few general facts about ancient Greece and its culture before listing the ten most unpleasant aspects of living there.	
Dear Miss Breed	Joanne Oppenheim	Informational Nonfiction	Clara Breed, a children's librarian at the San Diego Public Library in the early 1940s, was a friend to dozens of Japanese-American children when the war broke out in December 1941. The story of how she became their lifeline during their internment is shared through letters that her friends wrote her during that time. It's also the story of a woman who was brave enough to speak out against a shameful chapter in American history.	School Library Journal Starred Reviews
Growing Up In Coal Country	Susan Campbell Bartoletti	Informational Nonfiction	The story of coal mining in Pennsylvania is the story of immigrant families working together to make a new life for themselves in America. It is women and children secretly collecting scraps of coal to use and sell. It is the story of families bonding together in ethnic groups to keep their old- world practices and beliefs alive. And it is the story of workers who overcame their differences to unite and strike against the unfair-labor practices of coal owners. The voices of men, women, and children, who lived in the late 1800s and early 1900s in northeastern Pennsylvania, speak out	Best Books for Young Adults Booklist Editors Choice Booklist Starred Reviews Children's Notable Books Horn Book Notable Children's Trade Books in the Field of Social Studies School Library Journal
Skywalkers: Mohawk Ironworkers Build the City	David Weitzman	Informational Nonfiction	Charting the shift of the Mohawk people from unskilled laborers to skilled ironworkers, this book provides an account of the Mohawk people who made the construction of bridges and skyscrapers in Southern New England possible.	Booklist Starred Reviews Notable Children's Trade Books in the Field of Social Studies VOYA's Nonfiction Honor List
The Evolution of Calpurnia Tate	Jacqueline Kelly	Historical Fiction	In central Texas in 1899, Calpurnia Virginia Tate (Callie Vee), 11, learns about nature and the natural world around her through exploration with her cantankerous grandfather, an avid naturalist. Along the way to discovery of this hidden world at the river where they spend a lot of time, she also develops a close relationship with him as she navigates the dangers of being the only girl among seven children and what it means to be a girl at the turn of the century.	John Newbery Medal Honor Books Booklist Editors Choice Publishers Weekly Starred Reviews School Library Journal Best Books Teachers' Choices

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Unit 7: Achievements of Ancient Cultures

Title	Author	Genre	Summary Notes	Awards
Angel Island: Getaway to Gold Mountain	Russell Freedman	Informational Nonfiction	One million of them found a new place to call home. Now, memoirs, letters, and poems help paint the portraits of the Asian immigrants who came to America between 1892 and 1940 as readers discover the people who came to Angel Island and why. Readers also take a look at Angel Island, California's screening process, immigration policy changes, and its reopening.	Booklist Starred Reviews Kirkus Books of Special Note Publishers Weekly Starred Reviews School Library Journal Starred Reviews
Digging for Troy: From Homer to Hisarlik	Jill Rubalcaba	Informational Nonfiction	The history of the digging up of Hisarlik, believed to be where the Trojan War took place. The book begins with a brief but exciting retelling of the Trojan War, giving readers a firsthand appreciation of why generations have been fascinated by this tale, and goes on to profile Heinrich Schliemann, the German businessman who spent a fortune ham-handedly digging up the site in the 19th century. After Schliemann, generations of archaeologists have excavated Hisarlik: along with the history of the excavations, readers are given an overview of technological developments in the field, from comparative dating using potsherds to noninvasive imaging. Competing theories and conclusions are objectively presented, with supporting diagrams, maps, and models.	
Before Columbus: The Americas of 1491	Charles C. Mann	Informational Nonfiction	Mann's concise adaptation of 1491: New Revelations of the Americas Before Columbus (Vintage, 2006), Mann paints a superb picture of pre-Columbian America. In the process, he overturns the misconceived image of Natives as simple, widely scattered savages with minimal impact on their surroundings. Well- chosen, vividly colored graphics and photographs of mummies, pyramids, artifacts, and landscapes as well as the author's skillful storytelling will command the attention of even the most reluctant readers.	Notable Children's Trade Books in the Field of Social Studies School Library Journal Best Books School Library Journal Starred Reviews Teachers' Choices VOYA's Nonfiction Honor List
Buried Treasures: Uncovering Secrets of the Past	Stephane Compoint	Informational Nonfiction	Discovery of ancient sites, some fairly well known such as Pompeii and Easter Island, while others are a bit more obscure, including Cahuachi, the site of giant drawings in Peru and Chile, and Zeugma, a site in Turkey now underwater due to recent dam construction.	VOYA's Nonfiction Honor List
Paths to Peace: People Who Changed the World	Jane Breskin Zalben	Informational Nonfiction	Sixteen famous peacemakers, including Mahatma Gandhi, Eleanor Roosevelt, and recent Nobel Prize winner Wangari Maathai, this book reveals how these remarkable individuals started down their path to peace during childhood, and challenges readers to think of ways to improve others' lives.	Teachers' Choices
The World Made New: Why the Age of Exploration Happened & How It Changed the World	Marc Aronson	Informational Nonfiction	This highly pictorial, readable overview provides significant depth of coverage to the melding aspects of the European discovery of the Western Hemisphere. "Causes" discusses the European explorers and American civilizations. The roles of religion, competition, wealth, and glory are considered, and the Aztec and Inca empires and the civilization of Cahokia are described, not as primitive societies but as burgeoning, complex social networks. Next, the "What Happened" section discusses Columbus's voyages and the campaigns of Cortes, Pizarro, Cartier, De Soto, and Drake. Finally, "Consequences" looks at diseases, plants and animals, mingling and elimination of populations, migration, the force gold exerted, and the spread of ideas and lifestyles	
On the Texas Trail of Cabeza de Vaca	Peter Lourie	Informational Nonfiction	Governor Pánfilo de Narváez sailed westward from Spain to explore the land that stretched between present-day Florida and Mexico, colonizing and conquering. With him, as his treasurer and sheriff, was Cabeza de Vaca. The men ran out of food, and Spanish ships failed to return for them. In desperation, they built five rafts and attempted to sail to Mexico. The survivors made it as far as Galveston. By this time, the governor was dead, and Cabeza de Vaca served as the commander. Eight years later, he returned to Spain, one of only four to live through the ordeal. He didn't bring the hoped-for gold, but he did return with a wealth of information, codified in La Relación , his account of his experience. Then, 475 years later, Lourie set out to follow Cabeza de Vaca's trail through Texas, using La Relación as a guide.	
Feudalism and Village Life in the Middle Ages	Mercedes Padrino Anderson	Informational Nonfiction	The fourth book covers feudalism, manorialism, village life, food and drink, clothing, and entertainment, and compares the lord's household with the peasant's. Sidebars, some with quotes from original manuscripts, add to the information presented in the texts.	

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Unit 7: Achievements of Ancient Cultures (cont.)

Title	Author	Genre	Summary Notes	Awards
Bodies From the Ash: Life and Death in Ancient Pompeii	James M. Deem	Informational Nonfiction	In 79 CE, Mount Vesuvius erupted annihilating and completely burying the city of Pompeii. It was not until the 18th century that workers began to uncover the remains of this nearly forgotten, except in legend, city and its inhabitants. In this well-researched account, Deem retells the story of this devastating eruption, combining a lively text with photographs of the bones and artifacts that have been unearthed through the years.	Best Books for Young Adults Cooperative Children's Book Center Choices, 2000-present Notable Children's Trade Books in the Field of Social Studies Outstanding Science Trade Books for Students K-12 School Library Journal Best Books Science Books & Films Editor's Choice VOYA's Nonfiction Honor List
Top 10 Worst Things About Ancient Rome You Wouldn't Want to Know	Victorian England	Informational Nonfiction	Presents general facts about the culture of ancient Rome, and a list of ten of the most unpleasant parts of living there.	
Top 10 Worst Things About Ancient Egypt You Wouldn't Want to Know	Victorian England	Informational Nonfiction	Presents general facts about the culture of ancient Egypt, and a list of ten of the most unpleasant parts of living there.	
Top 10 Worst Things About Ancient Greece You Wouldn't Want to Know	Victorian England	Informational Nonfiction	Presents general facts about the culture of ancient Egypt, and a list of ten of the most unpleasant parts of living there.	
The Emperor's Silent Army: Terracotta Warriors of Ancient China	Jane O'Connor	Informational Nonfiction	When three farmers, digging a well in a field near Xi'an, China, unearthed a pottery head, they were completely unaware of the magnitude of their discovery. As archaeologists began to excavate the site, they found an entire army of life-sized pottery soldiers of every rank, horses, chariots, weapons—an army fit for an emperor. In lively fashion, this handsome book recounts the story of China's first emperor, Qin Shihuang, who ordered the army's construction to ensure that he remain safe and powerful if his quest for unending life was unsuccessful.	Book Report Starred Reviews Booklist Editors Choice Booklist Starred Reviews Booklist Top of the List Notable Children's Trade Books in the Field of Social Studies Teachers' Choices
The King Who Barked: Real Animals Who Ruled	Charlotte Foltz Jones	Informational Nonfiction	The brief accounts in this whimsical collection of animal anecdotes introduce symbolic leaders such as goat mayors, dog-kings, and a rhinoceros who won a seat on the Sao Paulo city council in a write-in campaign. The stories, which are arranged by continent of origin, hail from legends and oral histories, though some are more recent and better documented.	Children's Choices

Unit 8: Exploring Earth's Structures

Title	Author	Genre	Summary Notes	Awards
World Without Fish	Mark Kurlansky	Informational Nonfiction	The alarming true story of what's happening to the fish, the oceans and our environment. It tells how and why the fish we most commonly eat, including tuna, salmon, cod and swordfish, could become extinct within fifty years. It is a call to action. With its focus on supporting sustainable fishing it shows how from little steps to big kids and -- and must make a difference.	
Forest In the Clouds	Sneed B. Collard	Informational Nonfiction	"Collard introduces young readers to the world of Costa Rica's Monteverde Cloud Forest. He highlights unusual plants and animals and explains the interrelationships among the forest's inhabitants. His concern for the area's ecology is apparent in his account of the disappearance of species, notably the golden toad. Informational nonfiction"	Outstanding Science Trade Books for Students K–12 Teachers' Choices
Eruption!: Volcanoes and the Science of Saving Lives	Elizabeth Rusch	Informational Nonfiction	These sleeping giants can wake up at any time, spewing lava down the countryside and killing all that's in their way. Join a volcano crisis team as you discover how scientists study volcanoes in Chile, Colombia, the Philippines, and elsewhere.	BCCB Blue Ribbons, Cumulative Children's Notable Books Cooperative Children's Book Center Choices, 2000–present Horn Book Starred Reviews Kirkus Books of Special Note Outstanding Science Trade Books for Students K–12 School Library Journal Best Books School Library Journal Starred Reviews

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Unit 9: Economic Expansion

Title	Author	Genre	Summary Notes	Awards
The Story of Salt	Mark Kurlansky	Informational Nonfiction	This lovely picture book, which is based on Mark Kurlansky's own bestseller *Salt: A World History*, explores all things salt: how it's gathered, how important it was in ancient times, its role in the American Revolution, and even how the search for salt led to the discovery of oil.	
Open the Door To Liberty	Anne Rockwell	Biography	This book describes the life of Toussaint L'Ouverture, who was born a slave in the French colony of St. Domingue. Toussaint led the first successful slave uprising in the Americas before going on to lead the Haitian revolution. The significance of Haiti's Revolution for the U.S. becomes clear as the author connects Napoleon's defeat in Haiti with his sale of French Louisiana to the United States.	Notable Children's Trade Books in the Field of Social Studies School Library Journal Starred Reviews
River of Dreams: The Story of the Hudson River	Hudson Talbot	Informational Nonfiction	This book tells the history of the Hudson River, from its key role in colonial America to its use during the Revolutionary War and finally its part as the birthplace of the environmental movement.	
The Silk Route: 7,000 Miles of History	John S. Major	Informational Nonfiction	This book describes the early history of silk and the route that developed from the trade of this precious fabric, a route that forever altered the cultures it touched.	
Who Was Marco Polo?	Joan Holub	Biography	This biography examines the famous traveler Marco Polo and delves into questions historians still have about Polo's life and the tales he told of the silk road.	
Looking for Marco Polo	Alan Armstrong	Fiction	In this fantasy novel, 11-year-old Mark travels back in time to discover what life was like in Venice and along the historic Silk Road during the 13th century.	

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Unit 10: Understanding Our Energy Resounces

Title	Author	Genre	Summary Notes	Awards
50 Burning Questions About Fire	Tanya Lloyd Kee	Informational Nonfiction	This book explores fire and its history, both literally and figuratively. The clever question-based format is sure to spark the interest of readers, who might be surprised to discover the role fire has played and continues to play in almost every aspect of our lives.	Children's Core Collection, 20th ed. and Supplements
Bodies From the Ice: Melting Glaciers and Rediscovery of the Past	James M. Deem	Informational Nonfiction	This book explores mummified remains recovered from several locations and time periods, including the over 5000-year-old Alpine Iceman Otzi, the mummified Incan children of the Andes Mountains, and the identification of George Mallory's body on Mount Everest. The field of glaciology is discussed, as are important issues in climate change and archaeology.	Notable Children's Trade Books in the Field of Social Studies Outstanding Science Trade Books for Students K-12 School Library Journal Starred Reviews
The Next Wave: The Quest to Harness the Power of the Oceans	Elizabeth Rusch	Informational Nonfiction	This book examines the various ways scientists are attempting to convert ocean wave energy into a renewable energy source.	
Energy Island	Allan Drummond	Narrative Nonfiction	This book tells the story of how the people of Samso, an island in Denmark, drastically reduced their carbon emissions and became almost fully energy-independent. The witty illustrations show how they built wind turbines, erected solar panels, and built a biomass furnace. Sidebars provide teachers, parents, or advanced readers with additional information about energy topics.	
The Boy Who Harnessed the Wind	William Kamkwamba	Memoir/Autobiography	Willima Kamkwamba,a boy from a small village in Malawi, learned about windmills from books at the local library and became determined to build his own so that his village could have electricity and running water. He built his windmill using parts salvaged from old cars, bikes, and pipes.	
One Well: The Story of Water on Earth	Rochelle Strauss	Informational nonfiction	This informational science book takes a close look at water, one of our most important resources. The book explains where water is found on earth and discusses the importance of water conservation, preservation, and protection.	
A Cool Drink of Water	Barbara Kerley	Informational nonfiction	This beautiful book of photographs and accompanying text shows how people around the world use and conserve water.	
Clean Energy	Laurie Goldman	Informational nonfiction	This book from the Sally Ride Science series discusses alternative energy sources, such as solar power, wind power, and biofuels. The text details the importance of developing sustainable energy sources for the future of our planet.	

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DEVELOPMENTAL CATEGORY	GRADE LEVEL	LETTER LEVEL	NUMBER LEVEL	LEXILE® RANGE	AR GRADE LEVEL
EMERGENT	K	A	1	BR* to 420L	1.1 to 2.9
		B	2		
		C	3, 4		
EMERGENT/ EARLY	K-1	D	5, 6		
		E	7, 8		
EARLY	1	F	9, 10		
		G	11, 12		
		H	13, 14		
		I	15, 16	* Beginning Reading	
EARLY/ FLUENT	1-2	J	18	420L to 820L	2.9 to 5.3
	2	K	20		
		L	24		
	2-3	M	28		
FLUENT	3	N	30		
		O	34		
		P	38		
	4	Q	40	740L to 1010L	4.5 to 6.8
		R	40		
	4-5	S	44		
	5	T	44		
		U	50		
	5-6	V	60	925L to 1185L	6.0 to 8.8
	6	W	60		
		X	60		
ADVANCED FLUENT	6-7	Y	70		
	8-9	Z	80		
	9+	Z+	90	1050L to 1335L	7.2 to 10.6

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Home to School

Take-Home Letter and Activities



Online Assessments

Test-Taking Environment for Students Reporting Platform for Teachers



Benchmark Advance
Grade 3 Skills and Strategies

Unit 1: Government for the People

Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading: Literary and Informational Standards Focus	Foundational: Word Study and Spelling	Foundational: Fluency	Writing	Speaking and Listening	Language: Conventions of English	Language: Vocabulary Acquisition	Language: English Language Development (ESL)
1	1	Short Read 1	Working Together	Informational Text: Social Studies	630	3-ESS3-1	3.2 3.4.1 3.4.2 3.4.3 3.4.6	• Identify Key Details and Determine Main Idea (RI.3.1, RI.3.2, RI.3.10) • Analyze Cause and Effect Text Connections (RI.3.1, RI.3.3, RI.3.8) • Analyze Graphic Features: Maps, Photos, and Captions (RI.3.1, RI.3.7) • Identify Key Details and Answer Text Dependent Questions (RI.3.1, RI.3.2, RI.3.10) • Analyze Text Connections: Sequence (RI.3.1, RI.3.3, RI.3.8) • Compare and Contrast Two Texts on the Same Topic (RI.3.1, RI.3.9)	• Short Vowels (RF.3.3c, L.3.2f)	• Read on-level text with purpose and understanding (RF.3.4a) • Speed/Pacing–Slow • Expression–Dramatic Expression (RF.3.4b)	• Read and Analyze a Narrative Prompt (W.3.5) • Reread to Gather Text Evidence (W.3.5, W.3.8) • Plan a Letter (W.3.5, W.3.8) • Draft: Elements of a Letter (W.3.3a, W.3.3b, W.3.3c, W.3.3d, W.3.4) • Revise and Edit (W.3.4, W.3.5, W.3.10)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.3.1, SL.3.2, SL.3.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.3.4, SL.3.5, SL.3.6) are addressed in the Connect Across Discipline Projects.	• Form and Use Concrete and Abstract Nouns (L.3.1c)	• Use Context Clues to Define Domain-Specific Vocabulary (L.3.4a, L.3.4d)	Grammar and Syntax • Regular and plural nouns (1) • Concrete and abstract nouns (5) • Irregular verbs (13) • Subject-verb agreement (15) Text Structure • Cause and Effect (7, 12) Vocabulary • Academic language (2, 8) • Context clues (4) • Multiple-meaning words (9) • Word roots (14) Interact in Meaningful Ways • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
		Short Read 2	Election Day	Informational Text: Social Studies	650										
		Word Study Read 1	Robert's Rules of Order	Informational Text: Social Studies	520										
	2	Extended Read 1	It Is My Right!	Informational Text: Social Studies	730			• Identify Key Details and Summarize (RI.3.1, RI.3.2, RI.3.10) • Refer to the Text When Answering Questions about Informative Texts (RI.3.1, RI.3.3, RI.3.10) • Close Reading: Analyze Cause/Effect Text Connections (RI.3.1, RI.3.3, RI.3.8) • Close Reading: Draw Inferences from the Text (RI.3.1, RI.3.3) • Compare and Contrast Two Texts on the Same Topic (RI.3.1, RI.3.9)	• Long a (VCe, ai, ay, a) (RF.3.3c, L.3.2f)		• Read and Analyze an Explanatory Prompt (W.3.5) • Reread to Find Text Evidence (W.3.4, W.3.5, W.3.8) • Plan an Informative/Explanatory Text (W.3.5, W.3.8) • Draft: Elements of an Informative Text (W.3.2a, W.3.2b, W.3.2c, W.3.2d, W.3.4, W.3.5, W.3.8) • Revise and Edit (W.3.2.c, W.3.4, W.3.5, W.3.10)		• Form and Use Regular Verbs/Verb Tenses (L.3.1d, L.3.1e)		
		Word Study Read 2	Thomas Paine	Informational Text: Social Studies	630										
	3	Extended Read 2	Winning the Right to Vote	Informational Text: Social Studies	760			• Identify Main Idea and Key Details (RI.3.1, RI.3.2, RI.3.10) • Identify Genre Features: Informational Text (RI.3.1, RI.3.3, RI.3.6) • Close Reading: Analyze Sequential Text Connections (RI.3.1, RI.3.3, RI.3.8) • Close Reading: Analyze Graphic Features to Make Inferences (RI.3.1, RI.3.7) • Close Reading: Compare and Contrast Two Texts on the Same Topic (RI.3.1, RI.3.9)	• Long o (VCe, oa, ow, o); Long u (VCe, ue, ew, u) (RF.3.3c, L.3.2f)		• Read and Analyze an Opinion Essay Prompt (W.3.5) • Reread to Find Text Evidence (W.3.4, W.3.5, W.3.8) • Plan an Opinion Text (W.3.1a, W.3.1b, W.3.1d, W.3.5, W.3.8) • Draft: Elements of an Opinion Text (W.3.1a, W.3.1b, W.3.1c, W.3.1d, W.3.4, W.3.5, W.3.8, W.3.10) • Revise and Edit (W.3.1a, W.3.4, W.3.5, W.3.10)		• Subject-Verb Agreement (L.3.1f) • Capitalize Titles (L.3.2a)		
		Word Study Read 3	One Nation from Many	Informational Text: Social Studies	670										

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Unit 2: Ways Characters Shape Stories														
Unit	**Week**	**Student Reads**	**Selection Title**	**Genre**	**Lexile**	**Next Generation Science Standards**	**CA-HSS Standards**	**Reading**	**Foundational**		**Writing**	**Speaking and Listening**	**Language**		
								Literary and Informational Standards Focus	**Word Study and Spelling**	**Fluency**			**Conventions of English**	**Vocabulary Acquisition**	**English Language Development (ESL)**
2	1	Short Read 1	Two Fables from Aesop: The Peasant and the Apple Tree and The Fox and the Crow	Literary Text: Fable	600			• Identify Key Events and Summarize (RL.3.1, RI.32, RI.3.10) • Analyze Genre Features: Fables, Myths, and Folktales (RL.3.1, RL.3.5) • Analyze Characters in a Story (RL.3.1, RL.3.3) • Read and Respond to Poems (RL.3.1, RL.3.2, RI.3.10) • Identify Genre Features: Poetry (RL.3.1, RL.3.5) • Compare and Contrast Characters (RL.3.1, RL.3.3, RL.3.9)	• Long e (VCe, ea, ee, ey, y, ie, e) (RF.3.3c, L.3.2f)	• Read on-level text with purpose and understanding (RF.3.4a) • Inflection/ Intonation–Volume (RF.3.4b) • Phrasing–Units of Meaning in Complex Sentences (RF.3.4c)	• Read and Analyze a Prompt (W.3.5) • Reread to Find Text Evidence (W.3.5, W.3.8) • Plan a Fable (W.3.5) • Draft: Beginning the Fable (W.3.3a, W.3.4) • Revise and Edit (W.3.3b W.3.4, W.3.5)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.3.1, SL.3.2, SL.3.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.3.4, SL.3.5, SL.3.6) are addressed in the Connect Across Discipline Projects.	• Adjectives and Adverbs (L.3.1a) • Punctuate Dialogue (L.3.2c)	• Distinguish Literal from Nonliteral Language: Similes (L.3.5a)	<u>Grammar and Syntax</u> • Regular and irregular past tense verbs (1) • Past and future tense verbs (10) • Adjectives (2, 5, 8) Adverbs (13) <u>Vocabulary</u> • Shades of meaning (4) • Context clues (9) • Word choice (12) • Compound words (14) <u>Interact in Meaningful Ways</u> • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
		Short Read 2	Two Famous Poems: The Ballad of John Henry and The Village Blacksmith	Literary Text: Ballad	NP										
		Word Study Read 1	Geese for the Queen	Literary Text: Folktale	560										
	2	Extended Read 1	The Tale of King Midas: A Greek Myth	Literary Text: Myth	640			• Identify Key Events and Summarize (RL.3.1, RL.3.2, RL.3.3, RI.3.10) • Close Reading: Analyze How Character Traits Influence a Story (RL.3.1, RL.3.3, RL.3.5) • Close Reading: Compare Stories with Similar Characters (RL.3.1, RL.3.3, RL.3.5)	• Long i (i_e, igh, y, ie, i) (RF.3.3c, L.3.2f)		• Read and Analyze an Explanatory Prompt (W.3.5) • Reread to Find Text Evidence (W.3.2b, W.3.5, W.3.8) • Plan an Explanatory Text (W.3.2a, W.3.2b, W.3.2d, W.3.4, W.3.5) • Draft: Beginning the Explanatory Text (W.3.2a, W.3.2c, W.3.4) • Revise and Edit (W.3.2b, W.3.2c, W.3.5, W.3.10)		• Use Coordinating Conjunctions to Form Compound Sentences (L.3.1h, L.3.1i) • Capitalize Words in Titles (L.3.2a)	• Distinguish Shades of Meaning Among Related Words (L.3.5c) • Close Reading: Identify and Analyze Nonliteral Language (L.3.5a)	
		Word Study Read 2	Theseus and the Minotaur	Literary Text: Myth	680										
	3	Extended Read 2	Snow White: A Russian Folktale	Literary Text: Folktale	760			• Identify Key Events and Summarize (RL.3.1, RL.3.2, RI.3.10) • Analyze How Illustrations Convey Mood and Character (RL.3.1, RL.3.7) • Close Reading: Analyze How Illustrations Contribute to a Story (RL.3.1, RL.3.7) • Close Reading: Analyze Characters (RL.3.1, RL.3.3) • Close Reading: Compare and Contrast Characters (RL.3.1, RL.3.3, RL.3.9)	• Compound Words (RF.3.3c, L.3.2f)		• Read and Analyze an Opinion Prompt (W.3.5, W.3.8) • Reread to Find Text Evidence (W.3.5, W.3.8) • Plan a Review (W.3.4, W.3.5, W.3.8) • Draft: Beginning the Review (W.3.1a, W.3.1b, W.3.4, W.3.5, W.3.8) • Revise and Edit (W.3.4, W.3.5, W.3.10)		• Use Subordinating Conjunctions to Form Complex Sentences (L.3.1h, L.3.1i)		
		Word Study Read 3	Paul Bunyan's Big Thirst	Literary Text: Tall Tale	660										

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Grade 3 Skills and Strategies

Unit 3: Animal Adaptations													
Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading	Foundational		Writing	Speaking and Listening	Language
								Literary and Informational Standards Focus	Word Study and Spelling	Fluency			Conventions of English / Vocabulary Acquisition / English Language Development (ESL)
3	1	Short Read 1	Animal Disguises	Informational Text: Science	720	3-LS3-1 3-LS3-2 3-LS4-2 3-LS4-3 3-LS4-4		• Identify Key Details and Main Idea (RI.3.1, RI.3.2, RI.3.10) • Use Information from Photographs (RI.3.1, RI.3.7) • Analyze Text Connections: Compare and Contrast (RI.3.1, RI.3.3, RI.3.8) • Analyze Graphic Features: Charts (RI.3.1, RI.3.7) • Compare and Contrast Two Texts on the Same Topic (RI.3.1, RI.3.7, RI.3.9)	• r-Controlled Vowels (/är/, /ôr) (RF.3.3c, L.3.2f)	• Read on-level text with purpose and understanding (RF.3.4a) • Pausing–Short Pauses (RF.3.4b) • Phrasing–Dependent Clauses (RF.3.4c)	• Analyze a Guiding Research Question (W.3.7) • Evaluate Print Sources: Copyright and Author (W.3.7) • Evaluate Online Sources: Types of Web Pages (W.3.6, W.3.7, W.3.8) • Use Key Words to Search for Relevant Sources (W.3.6, W.3.7, W.3.8) • Take Notes on Index Cards (W.3.7, W.3.8)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.3.1, SL.3.2, SL.3.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.3.4, SL.3.5, SL.3.6) are addressed in the Connect Across Discipline Projects.	• Use Context Clues to Define Domain-Specific Vocabulary (L.3.4a, L.3.4d) Grammar and Syntax • Relative clauses (1) • Adjectives (4) • Plurals and possessives (13) • Pronouns and antecedents (15) Text Structure • Compare and contrast (5, 8, 12) Vocabulary • Build vocabulary (9) • Context clues (2) • Academic Language (5, 8) • Synonyms and antonyms (14) Interact in Meaningful Ways • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
	2	Extended Read 1	Fur, Skin, Scales, or Feathers	Informational Text: Science	740			• Identify Key Details and Determine Main Idea (RI.3.1, RI.3.2) • Identify Text Connections: Reasons and Evidence (RI.3.1, RI.3.3, RI.3.8) • Close Reading: Analyze Compare/Contrast Text Connections (RI.3.1, RI.3.3, RI.3.8) • Close Reading: Use Text Evidence to Make Inferences (RI.3.1, RI.3.3) • Close Reading: Compare and Contrast Information from Graphic Features (RI.3.1, RI.3.7, RI.3.9)	• r-Controlled Vowels (er, ir, ur) (RF.3.3c, L.3.2f)		• Analyze a Guiding Research Question (W.3.7, W.3.8) • Evaluate Print Sources: Using Text Features (W.3.7, W.3.8) • Evaluate Online Sources (W.3.7, W.3.8) • Use Key Words to Search for Relevant Sources (W.3.6, W.3.7, W.3.8) • Take Notes on Index Cards (W.3.7, W.3.8)			
		Word Study Read 2	Caterpillar Self-Defense	Informational Text: Science	680								
	3	Extended Read 2	One Body, Many Adaptations	Informational Text: Science	780			• Identify Key Details and Determine Main Idea (RI.3.1, RI.3.2, RI.3.10) • Close Reading: Identify Reasons and Evidence (RI.3.1, RI.3.3, RI.3.8) • Close Reading: Make Inferences About Causes and Effects (RI.3.1, RI.3.3, RI.3.8) • Close Reading: Compare and Contrast Texts on the Same Topic (RI.3.1, RI.3.9)	• Closed Syllable Pattern (RF.3.3c, L.3.2f)		• Analyze a Guiding Research Question (W.3.7) • Evaluate Print Sources (W.3.7, W.3.8) • Evaluate Online Sources (W.3.6, W.3.7, W.3.8) • Use Key Words to Search for Relevant Sources (W.3.6, W.3.7, W.3.8) • Take Notes on Index Cards (W.3.6, W.3.7, W.3.8)		• Use Context Clues to Define Domain-Specific Vocabulary (L.3.4a, L.3.4d)	
		Word Study Read 3	How the Chameleon Learned to Change Color	Literary Text: Pourquoi Tale	560								

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Unit 4: Comparing Points of View														
Unit	**Week**	**Student Reads**	**Selection Title**	**Genre**	**Lexile**	**Next Generation Science Standards**	**CA-HSS Standards**	**Reading**	**Foundational**		**Writing**	**Speaking and Listening**	**Language**		
								Literary and Informational Standards Focus	**Word Study and Spelling**	**Fluency**			**Conventions of English**	**Vocabulary Acquisition**	**English Language Development (ESL)**
4	1	Short Read 1	Cinderella's Very Bad Day	Narrative Nonfiction: Diary	620			• Identify and Summarize Key Events (RL.3.1, RL.3.2, RL.3.10) • Identify Narrator's Point of View (RL.3.1, RL.3.6) • Distinguish Literal from Nonliteral Language: Hyperbole (RL.3.1, RL.3.4) • Identify and Summarize Story Events (RL.3.1, RL.3.2, RL.3.5, RL.3.10) • Analyze Genre Features: Drama (RL.3.5) • Distinguish Literal from Nonliteral Language: Idioms (RL.3.1, RL.3.4) • Compare and Contrast Point of View in Stories and Drama (RL.3.1, RL.3.6, RL.3.9)	• Open Syllable Pattern (RF.3.3c, RF.3.3d, L.3.2f)	• Read on-level text with purpose and understanding (RF.3.4a) • Inflection/ Intonation–Stress • Read with Short Pauses • Develop Fluency: Read with Characterization and Feeling (RF.3.4b)	• Incorporate Supporting Quotations (W.3.2b, W.3.4, W.3.8) • Plan and Organize a Compare/Contrast Essay (W.3.5, W.3.8) • Use Linking Words (W.3.2c, W.3.5) • Draft: Write a Strong Conclusion (W.3.2d, W.3.4, W.3.10) • Revise and Edit (W.3.4, W.3.5, W.3.10)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.3.1, SL.3.2, SL.3.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.3.4, SL.3.5, SL.3.6) are addressed in the Connect Across Discipline Projects.	• Form and Use Possessives (L.3.2d)	• Distinguish Literal from Nonliteral Language: Hyperbole (L.3.5a) • Distinguish Literal from Nonliteral Language: Idioms (L.3.5a)	<u>Grammar and Syntax</u> • Prepositional phrases (1) • Irregular verbs (2, 8) • Pronouns (5, 10) • Adjectives and adverbs (9, 13) <u>Vocabulary</u> • Build vocabulary (4, 14) • Idioms (11) <u>Interact in Meaningful Ways</u> • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
		Short Read 2	Cinderella, Too Much for Words	Literary Text: Play	NP										
		Word Study Read 1	Cap o' Rushes	Literary Text: Folktale	530										
	2	Extended Read 1	Jack and the Beanstalk	Literary Text: Fairy Tale	710			• Identify and Summarize Key Events (RL.3.1, RL.3.2, RL.3.10) • Distinguish Reader's Point of View from that of Characters in a Story (RL.3.1, RL.3.6) • Close Reading: Distinguish Reader's Point of View from that of the Narrator (RL.3.1, RL.3.6) • Close Reading: Distinguish Reader's Point of View from that of a Character (RL.3.1, RL.3.6) • Close Reading: Compare and Contrast Points of View (RL.3.1, RL.3.6)	• Consonant-le Syllable Pattern (RF.3.3c, L.3.2f)		• Incorporate the Features of a Script (W.3.5) • Plan and Organize a Play (W.3.3a, W.3.3d, W.3.5, W.3.8) • Add Stage Directions (W.3.3b, W.3.5) • Draft: Develop Characters Through Dialogue (W.3.3a, W.3.3b, W.3.3d) • Revise: Incorporate Informal Language Edit: Comparative and Superlative (W.3.3c, W.3.4, W.3.5, W.3.10)		• Form and Use the Comparative and Superlative (L.3.1g)		
		Word Study Read 2	The Giant's Complaint	Literary Text: Humor	590										
	3	Extended Read 2	The True Jack?	Literary Text: Play	NP			• Identify and Summarize Key Events (RL.3.1, RL.3.2, RL.3.10) • Close Reading: Analyze How Illustrations Affect Mood and Reader's Point of View (RL.3.1, RL.3.6, RL.3.7) • Close Reading: Compare Stories and Drama (RL.3.1, RL.3.6)	• Vowel Team Syllable Pattern (RF.3.3c, L.3.2f)		• State a Clear Opinion (W.3.1a, W.3.5) • Plan and Organize an Opinion Text with Two Sources (W.3.1a, W.3.1b, W.3.5, W.3.8) • Produce Simple, Compound, and Complex Sentences (W.3.4, W.3.10) • Draft: Write a Strong Conclusion (W.3.1c, W.3.1d) • Revise and Edit (W.3.1b, W.3.4, W.3.5, W.3.8, W.3.10)		• Review Comparatives/Superlatives and Possessives (L.3.1g)	• Close Reading: Analyze the Effect of Nonliteral Language on Point of View (L.3.5a)	
		Word Study Read 3	The Beanstalk Experiment	Literary Text: Science Fiction	620										

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Unit 5: Advancements in Technology														
Unit	**Week**	**Student Reads**	**Selection Title**	**Genre**	**Lexile**	**Next Generation Science Standards**	**CA-HSS Standards**	**Reading**	**Foundational**		**Writing**	**Speaking and Listening**	**Language**		
								Literary and Informational Standards Focus	**Word Study and Spelling**	**Fluency**			**Conventions of English**	**Vocabulary Acquisition**	**English Language Development (ESL)**
5	1	Short Read 1	Alexander Graham Bell: "It Talks!"	Informational Text: Biography	590	3-5-ETS1-1 3-5-ETS1-2		• Identify Key Details and Determine Main Idea (RI.3.1, RI.3.2, RI.3.10) • Review Text Connections (RI.3.1, RI.3.3, RI.3.8) • Analyze Author's Purpose Direct Quotations (RI.3.1, RI.3.3, RI.3.8) • Use Text Features to Aid Comprehension (RI.3.1, RI.3.5, RI.3.7) • Compare Two Texts on the Same Topic (RI.3.1, RI.3.2, RI.3.9)	• Vowel-C-e Syllable Pattern (RF.3.3c, L.3.2f)	• Read on-level text with purpose and understanding (RF.3.4a) • Speed/Pacing–Varied • Read with Full Stops (RF.3.4b)	• Plan Your Narrative Point of View (W.3.3a, W.3.5, W.3.8) • Plan and Organize a Narrative Story (W.3.3a, W.3.5, W.3.8) • Use Time/Order Words and Phrases to Signal Event Order (W.3.3c, W.3.5) • Use Dialogue to Develop a Narrative Story (W.3.3b, W.3.5) • Revise to Include Sensory Details (W.3.3a, W.3.3b, W.3.4, W.3.5)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.3.1, SL.3.2, SL.3.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.3.4, SL.3.5, SL.3.6) are addressed in the Connect Across Discipline Projects.	• Pronoun-Antecedent Agreement (L.3.1f) • Punctuate Dialogue (L.3.2c)	• Use Context Clues to Define Domain-Specific Vocabulary (L.3.4a, L.3.4d)	<u>Grammar and Syntax</u> • Nouns (14) • Demonstrative • Pronouns (1, 13) • Irregular verbs (8) Text Structure • Sequential (2, 10, 15) • Cause and effect (10) • Compare and contrast (10) <u>Vocabulary</u> • Academic language (2, 15) • Root words (4, 9) <u>Interact in Meaningful Ways</u> • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
		Extended Read 1	Thomas Edison: "It Sings!"	Informational Text: Biography	800			• Identify Key Details and Determine Main Idea (RI.3.1, RI.3.2, RI.3.10) • Identify Real-Life Connections Between Words and Their Use (RI.3.1) • Close Reading: Analyze Author's Purpose (RI.3.1, RI.3.3, RI.3.8) • Close Reading Question: Analyze Sequential Text Connections (RI.3.1, RI.3.3, RI.3.8) • Compare and Contrast Sequential Texts (RI.3.1, RI.3.6, RI.3.9)	• Vowel-r Syllable Pattern (RF.3.3c, L.3.2f)		• Combining Sequential and Cause/Effect Text Connections (W.3.2a, W.3.2b, W.3.4, W.3.5) • Plan and Organize an Evidence-Based Essay (W.3.2a, W.3.2d, W.3.4, W.3.5, W.3.8) • Use Illustrations to Support Reader's Comprehension (W.3.2a, W.3.4, W.3.5, W.3.8) • Draft Well-Developed Body Paragraphs (W.3.2b) • Revise: Use Coordinating Conjunctions to Combine Sentences; Edit: Irregular Verbs (W.3.2c, W.3.10)		• Form and Use Irregular Verbs (L.3.1d)	• Identify Real-Life Connections Between Words and Their Use (L.3.5b)	
	2	Word Study Read 2	George Eastman and the Kodak Camera	Informational Text: Social Studies	650										
	3	Extended Read 2	From Phonograph to Playlist	Informational Text: Social Studies	750			• Identify Key Details and Determine Main Idea (RI.3.1, RI.3.2, RI.3.10) • Close Reading: Analyze Cause/Effect and Sequential Text Connections (RI. 3.1, RI.3.3, RI.3.8) • Use Sequential Text Connections to Draw Inferences (RI.3.1, RI. 3.3, RI.3.8) • Compare Texts on the Same Topic (RI.3.1, RI.3.2, RI.3.9)	• Inflectional Endings -ed, -ing (RF.3.3a, L.3.1e, L.3.2e)		• Engage Readers with a Strong Opening (W.3.1a, W.3.10) • Plan and Organize an Opinion Text with Two Sources (W.3.4, W.3.5, W.3.8) • Write with a Tone of Authority (W.3.4, W.3.5) • Draft Well-Developed Body Paragraphs (W.3.1d, W.3.4, W.3.5) • Revise: Combine Sentences Using Subordinating Conjunctions (W.3.5, W.3.10)		• Form and Use Irregular Verbs (L.3.1d)	• Use Context Clues to Define Domain-Specific Vocabulary (L.3.4a, L.3.4d)	
		Word Study Read 3	From Snapshots to Selfies	Informational Text: Social Studies	770										

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Unit 6: Making Decisions														
Unit	**Week**	**Student Reads**	**Selection Title**	**Genre**	**Lexile**	**Next Generation Science Standards**	**CA-HSS Standards**	**Reading**	**Foundational**		**Writing**	**Speaking and Listening**	**Language**		
								Literary and Informational Standards Focus	**Word Study and Spelling**	**Fluency**			**Conventions of English**	**Vocabulary Acquisition**	**English Language Development (ESL)**
6	1	Short Read 1	The Fox and the Geese	Literary Text: Folktale	560	3-LS2-1 3-LS3-1 3-LS4-2		• Identify and Summarize Key Events (RL.3.1, RL.3.2, RI.3.10) • Analyze How Character Actions Influence Story Events (RL.3.1, RL.3.3, RL.3.10) • Determine the Central Message or Lesson of a Story (RL.3.1, RL.3.2) • Compare and Contrast Themes in Stories by the Same Author (RL.3.1, RL.3.2, RL.3.3, RL.3.9)	• Irregular Plurals (RF.3.3d, L.3.1b, L.3.2e, L.3.2f)	• Read on-level text with purpose and understanding (RF.3.4a) • Speed/Pacing–Fast • Expression–Characterization/Feelings (RF.3.4b)	• Read and Analyze a Research Prompt (W.3.7, W.3.8) • Use Key Words to Search for Relevant Sources (W.3.7, W.3.8) • Take Notes: Paraphrase to Avoid Plagiarism (W.3.7, W.3.8) • Take Notes: Use Direct Quotes to Avoid Plagiarism (W.3.2b, W.3.8) • Evaluate Your Research Findings (W.3.7, W.3.8)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.3.1, SL.3.2, SL.3.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.3.4, SL.3.5, SL.3.6) are addressed in the Connect Across Discipline Projects.	• Use Reference Materials to Build Vocabulary (L.3.4d)	<u>Grammar and Syntax</u> • Adjectives and adverbs (2) • Conjunctions (5, 10) • Pronouns and antecedents (8) • Prepositional phrases (13) <u>Vocabulary</u> • Multiple-meaning words (4) • Context clues (9) • Build vocabulary (14) <u>Interact in Meaningful Ways</u> • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
		Word Study Read 1	The Incredible Goose	Informational Text: Science	770										
	2	Extended Read 1	Doctor Knowall	Literary Text: Folktale	770			• Identify and Summarize Key Events (RL.3.1, RL.3.2, RL.3.10) • Analyze Character's Point of View (RL.3.1, RL.3.6) • Close Reading: Analyze How Character Actions Influence Story Events (RL3.1, RL.3.2, RL.3.3) • Close Reading: Compare and Contrast Stories by the Same Author (RL.3.1, RL.3.2, RL.3.3, RL.3.9)	• Long oo and Short oo (RF.3.3, L.3.2f)		• Read and Analyze a Research Prompt (W.3.7) • Use Key Words to Search for Relevant Sources (W.3.7, W.3.8) • Take Notes: Paraphrase to Avoid Plagiarism (W.3.7, W.3.8) • Take Notes: Use Direct Quotations to Avoid Plagiarism (W.3.7, W.3.8) • Evaluate Your Research Findings (W.3.7, W.3.8)				
		Word Study Read 2	The Kid and the Wolf	Literary Text: Folktale	660										
	3	Extended Read 2	The Wolf and the Fox	Literary Text: Folktale	770			• Identify and Summarize Key Events (RL.3.1, RL.3.2, RL.3.10) • Close Reading: Analyze Character Traits (RL.3.1, RL.3.2, RL.3.3) • Close Reading: Analyze Story Elements (RL.3.1, RL.3.3) • Close Reading: Compare and Contrast the Central Lessons of Stories by the Same Author (RL.3.1, RL.3.2, RL.3.3, RL.3.9)	• /ou/ as in How and Out (RF.3.3, L.3.2f)		• Read and Analyze a Research Prompt (W.3.7, W.3.8) • Use Key Terms to Organize Relevant Information from Sources (W.3.7, W.3.8) • Take Notes: Paraphrase to Avoid Plagiarism (W.3.7, W.3.8) • Take Notes: Use Direct Quotes to Avoid Plagiarism (W.3.7, W.3.8) • Evaluate Your Research Findings (W.3.7, W.3.8)			• Use Reference Materials and Context Clues to Clarify the Meaning of Multiple-Meaning Words (L.3.4a, L.3.4d)	
		Word Study Read 3	Canine Cousins: The Fox and the Wolf	Informational Text: Science	720										

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Unit 7: Communities Then and Now													
Unit	**Week**	**Student Reads**	**Selection Title**	**Genre**	**Lexile**	**Next Generation Science Standards**	**CA-HSS Standards**	**Reading**	**Foundational**		**Writing**	**Speaking and Listening**	**Language**		
								Literary and Informational Standards Focus	**Word Study and Spelling**	**Fluency**			**Conventions of English**	**Vocabulary Acquisition**	**English Language Development (ESL)**
7	1	Short Read 1	Exploring My Community	Narrative Nonfiction: Personal Essay	630		3.1.1 3.1.2 3.3.1 3.3.2 3.5.1	• Identify Key Details and Main Idea (RI.3.1, RI.3.2, RI.3.10) • Analyze Author's Point of View (RI.3.6) • Identify Key Events and Summarize (RL.3.1, RL.3.2, RI.3.10) • Draw Inferences from Character Actions (RL.3.1, RL.3.3) • Interpret Graphic Features: Analyze Story Illustrations (RL.3.1, RL.3.7) • Compare Two Texts on the Same Topic (RI.3.1, RI.3.9, RL.3.1)	• Suffixes -er, -or (RF.3.3a, RF.3.3b, L.3.2e, L.3.4b)	• Read on-level text with purpose and understanding (RF.3.4a) • Inflection/ Intonation– Pitch • Speed/ Pacing–Varied (RF.3.4b) • Develop Fluency: Read with Dramatic Expression (RF.3.4b)	• Avoid the First Person in an Informative Text (W.3.2a, W.3.5) • Plan and Organize a Compare and Contrast Essay (W.3.4, W.3.5, W.3.8) • Use Linking Words and Phrases to Incorporate Supporting Facts (W.3.2c, W.3.4, W.3.5, W.3.8) • Draft a Compare and Contrast Essay (W.3.2a, W.3.2b, W.3.2c, W.3.2d, W.3.10) • Revise and Edit (W.3.4, W.3.5, W.3.10)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.3.1, SL.3.2, SL.3.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.3.4, SL.3.5, SL.3.6) are addressed in the Connect Across Discipline Projects.	• Reciprocal Pronouns (L.3.1k)	• Use Context Clues to Define Vocabulary (L.3.4a, L.3.4d)	<u>Grammar and Syntax</u> • Prepositional phrases (2, 8, 15) • Irregular verbs (13) <u>Vocabulary</u> • Suffixes (4) • Homophones (9) • Word choice (12) • Build vocabulary (14) <u>Interact in Meaningful Ways</u> • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
		Word Study Read 1	The Mission District	Informational Text: Social Studies	740										
	2	Extended Read 1	All Kinds of Communities	Narrative Nonfiction: Personal Essay	670			• Identify Key Details and Main Idea (RI.3.1, RI.3.2, RI.3.10) • Close Reading: Analyze Maps, Photos, and Captions (RI.3.1, RI.3.7) • Close Reading: Identify and Analyze Author's Point of View (RI.3.1, RI.3.6) • Close Reading: Comparing Two Texts on the Same Topic (RI.3.1, RI.3.2, RI.3.9)	• Homophones (RF.3.3d, L.3.2e, L.3.4a)		• Vary Words That Show Dialogue Attribution (W.3.3b, W.3.5) • Plan and Organize a Short Narrative (W.3.4, W.3.5, W.3.8) • Develop Characters Through Description (W.3.3b, W.3.4, W.3.5, W.3.10) • Draft: Review the Elements of a Narrative (W.3.3a, W.3.3b, W.3.3c, W.3.3d, W.3.4, W.3.10) • Revise and Edit (W.3.3b, W.3.4, W.3.5, W.3.10)		• Review English Language Conventions (L.3.3b) • Simple, Compound, and Complex Sentences (L.3.1i)		
		Word Study Read 2	The Levi Coffin House	Informational Text: Social Studies	710										
	3	Extended Read 2	Sarah and the Chickens	Literary Text: Historical Fiction	630			• Identify Key Details and Summarize (RL.3.1, RL.3.2, RL.3.10) • Identify Genre Features: Historical Fiction (RL.3.1, RL.3.5) • Close Reading: Analyze Story Illustrations (RL.3.1, RL.3.70) • Close Reading: Draw Inferences from Character Actions (RL.3.1, RL.3.3) • Close Reading: Compare and Contrast Two Texts on the Same Topic (RL.3.2, RI.3.9)	• Variant Vowel /ô/ (RF.3.3c, L.3.2f)		• State an Opinion Without Using the First Person (W.3.1a, W.3.5) • Plan and Organize an Opinion Essay With Multiple Sources (W.3.1b, W.3.4, W.3.5, W.3.8) • Use Linking Words to Connect Reasons and Evidence (W.3.1c, W.3.5, W.3.8) • Draft: Review the Elements of an Opinion Essay (W.3.1a, W.3.1b, W.3.1c, W.3.1d, W.3.4, W.3.5, W.3.8, W.3.10) • Revise to Strengthen the Conclusion of an Opinion Essay (W.3.1c, W.3.4, W.3.5, W.3.10)		• Review Parts of Speech (L.3.1a) • Use Linking Words to Create Compound and Complex Sentences (L.3.1h, L.3.1i)		
		Word Study Read 3	Wind and Wildflowers	Narrative Nonfiction: Memoir	670										

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Unit 8: Weather and Climate													
Unit	**Week**	**Student Reads**	**Selection Title**	**Genre**	**Lexile**	**Next Generation Science Standards**	**CA-HSS Standards**	**Reading**	**Foundational**		**Writing**	**Speaking and Listening**	**Language**		
								Literary and Informational Standards Focus	**Word Study and Spelling**	**Fluency**			**Conventions of English**	**Vocabulary Acquisition**	**English Language Development (ESL)**
8	1	Short Read 1	Fairweather Clouds	Literary Text: Free Verse	NP	3-ESS2-1 3-ESS2-2 3-ESS3-1		• Read and Respond to a Poem (RL.3.1, RL.3.2, RL.3.10) • Use Text Features: Footnotes (RL.3.1, RL.3.5) • Identify Key Details and Main Idea (RI.3.1, RI.3.2, RI.3.10) • Identify Genre Features: Descriptive Texts (RI.3.1, RI.3.3, RI.3.8) • Compare and Contrast a Poem and a Descriptive Text (RI.3.1, RI.3.9)	• Hard and Soft c (RF.3.3c, L.3.2f)	• Read on-level text with purpose and understanding (RF.3.4a) • Expression–Characterization/ Feelings • Expression–Dramatic Expression (RF.3.4b)	• Introduce the Unit 8 Research Project (W.3.7) • Pre-Search: Use Print Sources to Choose Research Topics (W.3.4, W.3.7, W.3.8, W.3.10) • Pre-Search: Use Online Sources to Choose Research Topics (W.3.6, W.3.7, W.3.8) • Formulate and Evaluate Guiding Research Questions (W.3.7) • Categorize Information and Identify Possible Sources (W.3.7, W.3.8)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.3.1, SL.3.2, SL.3.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.3.4, SL.3.5, SL.3.6) are addressed in the Connect Across Discipline Projects.		• Distinguish Literal from Nonliteral Language: Metaphors (L.3.5a) • Use Context Clues to Define Domain-Specific Vocabulary (L.3.4a, L.3.4d)	<u>Grammar and Syntax</u> • Adjectives (1) • Concrete and abstract nouns (5) Text Structure • Problem-solution (7) • Sequence (8) • Compare–contrast (13) <u>Vocabulary</u> • Metaphors (2) • Domain-specific vocabulary (4) • Academic language (8, 13) • Context clues (9, 11) Latin roots (14) <u>Interact in Meaningful Ways</u> • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
		Short Read 2	Earth's Weather and Climate	Informational Text: Science	740										
		Word Study Read 1	Blizzard Alert!	Informational Text: Science	850										
	2	Extended Read 1	Water Sky	Literary Text: Realistic	810			• Identify and Summarize Key Story Events (RL.3.1, RL.3.2, RL.3.10) • Identify Genre Features: Realistic Fiction (RL.3.1, RL.3.2) • Close Reading: Analyze Text Features (RL.3.1, RI.3.5) • Close Reading: Compare Two Texts on the Same Topic (RL.3.1, RL.3.2, RI.3.9)	• Hard and Soft g (RF.3.3c, L.3.2f)		• Take Notes from Sources (W.3.7, W.3.8) • Paraphrase Information from Sources (W.3.4, W.3.7, W.3.8) • Evaluate Research (W.3.7, W.3.8) • Plan Your Narrative Point of View (W.3.3a, W.3.4, W.3.5) • Plan Your Story (W.3.3a,W.3.4, W.3.5)			• Identify and Analyze Elements of Poetry and Descriptive Text (L.3.5a)	
		Word Study Read 2	How Indian Summer Began	Literary Text: Pourquoi Tale	590										
	3	Extended Read 2	The Tropical Rain Belt	Informational Text: Science	860			• Identify Key Details and Main Idea (RI.3.1, RI.3.2, RI.3.10) • Interpret Graphic Features: Analyze Graphic Aids (RI.3.1, RI.3.5) • Close Reading: Analyze Connections Within a Descriptive Text (RI.3.1, RI.3.3, RI.3.8) • Close Reading: Draw Inferences from a Descriptive Text (RI.3.1) • Close Reading: Compare Two Texts on the Same Topic (RL.3.1, RI.3.1, RI.3.9)	• Diphthongs (RF.3.3e, L.3.2f)		• Begin the Firsthand Account (W.3.3a, W.3.4, W.3.5) • Incorporate Research (W.3.4, W.3.5) • Use Temporal Words and Phrases to Signal Order of Events (W.3.3c, W.3.5) • Bring Closure to the Narrative (W.3.3c, W.3.3d, W.3.5, W.3.6, W.3.10)			• Form and Use Verb Tenses (L.3.1e)	• Incorporate Nonliteral Language (L.3.5a)	
		Word Study Read 3	Predicting Hurricanes	Informational Text: Science	820										

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Unit 9: Spending Time and Money														
Unit	**Week**	**Student Reads**	**Selection Title**	**Genre**	**Lexile**	**Next Generation Science Standards**	**CA-HSS Standards**	**Reading**	**Foundational**		**Writing**	**Speaking and Listening**	**Language**		
								Literary and Informational Standards Focus	**Word Study and Spelling**	**Fluency**			**Conventions of English**	**Vocabulary Acquisition**	**English Language Development (ESL)**
9	1	Short Read 1	Making Choices: Ben Franklin's "Two Cents" and *The Ant and the Grasshopper*	Informational Text: Social Studies Literary Text: Fable	710	3-5-ETS1-1 3-5-ETS1-2	3.5.1 3.5.2 3.5.3	• Identify Main Idea and Key Details (RL.3.1, RL.3.2, RI.3.1, R.I.3.2, RI.3.9, RI.3.10) • Distinguish Literal from Nonliteral Language: Proverbs (RI.3.1, RL.3.2, RL.3.4) • Analyze Text Connections: Steps in a Procedure (RI.3.1, RI.3.3, RI.3.8) • Compare and Contrast Informational and Literary Text (RI.3.1, RI.3.9)	• Suffixes: -able, -ful, -less (RF.3.3a, RF.3.3b, L.3.2e, L.3.4b)	• Read on-level text with purpose and understanding (RF.3.4a) • Phrasing–High-Frequency Word Phrases (RF.3.4c) • Inflection/ Intonation–Stress (RF.3.4b)	• Introduce the Unit 9 Research Project (W.3.7) • Pre-Search: Use Print Sources to Identify Research Topics (W.3.7, W.3.8) • Pre-Search: Use Online Sources to Identify Research Topics (W.3.6, W.3.7, W.3.8) • Formulate and Evaluate Guiding Research Questions (W.3.7) • Categorize Information and Identify Possible Sources (W.3.7, W.3.8)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.3.1, SL.3.2, SL.3.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.3.4, SL.3.5, SL.3.6) are addressed in the Connect Across Discipline Projects.		• Use Context Clues to Define Domain-Specific Vocabulary (L.3.4a, L.3.4d) • Distinguish Literal from Nonliteral Language: Proverbs (L.3.5a)	<u>Grammar and Syntax</u> • Present tense verbs (1) • Concrete and abstract nouns (2) • Pronouns (5) • Complex sentences (13) <u>Text Structure</u> • Sequence (8, 12) <u>Vocabulary</u> • Suffixes (4) • Prefixes (9, 14) • Academic language (8) <u>Interact in Meaningful Ways</u> • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
		Word Study Read 1	The Milkmaid	Literary Text: Folktale	650										
	2	Extended Read 1	Lazy Harry	Literary Text: Folktale	720			• Identify and Summarize Key Story Events (RL.3.1, RL.3.2, RL.3.10) • Distinguish Literal from Nonliteral Language: Idioms (RL.3.1, RL.3.4) • Close Reading: Analyze How Text and Illustrations Convey Character (RL.3.1, RL.3.3, RL.3.7) • Close Reading: Determine Theme (RL.3.1, RL.3.2, W.3.10)	• Prefixes: dis-, un- (RF.3.3a, L.3.4b)		• Note-Taking: Distinguish Important from Unimportant Information (W.3.5, W.3.7, W.3.8) • Generate Questions to Conduct an Interview (W.3.4, W.3.7, W.3.8) • Use Quotations to Credit Your Sources (W.3.7, W.3.8) • Evaluate Research Quality and Thoroughness (W.3.7, W.3.8) • Plan Your Informational Essay (W.3.2a, W.3.2b, W.3.4, W.3.5)			• Distinguish Literal from Nonliteral Language: Idioms (L.3.5a) • Close Reading: Distinguish Literal from Nonliteral Language to Analyze Story Events (L.3.5a)	
		Word Study Read 2	Two Foolish Brothers	Literary Text: Folktale	630										
	3	Extended Read 2	From Fruit to Jam: A Tasty List of Choices	Informational Text: Social Studies	750			• Identify Key Details and Main Idea (RI.3.1, RI.3.2, RI.3.10) • Identify Real-Life Connections Between Words and Their Use (RI.3.1) • Close Reading: Analyze Text Connections (RI.3.1, RI.3.3, RI.3.8) • Close Reading: Analyze Author's Purpose for Including Sidebars (RI.3.1, RI.3.3, RI.3.8) • Close Reading: Identify and Analyze Authors' Points of View (RI.3.1, RI.3.6, RI.3.9)	• Prefixes pre-, re- (RF.3.3a, RF.3.3b, L.3.2f)		• Write a Strong Introduction (W.3.2a, W.3.5) • Focus Sections Around Main Ideas (W.3.2a, W.3.4, W.3.5) • Incorporate Research by Quoting Sources (W.3.2b, W.3.4, W.3.5, W.3.8) • Provide a Strong Conclusion (W.3.2d, W.3.4, W.3.5) • Credit and List Your Sources (W.3.6, W.3.8, W.3.10)			• Identify Real-Life Connections Between Words and Their Use (L.3.5b)	
		Word Study Read 3	Where Do You Get Your Produce?	Informational Text: Social Studies	730										

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Benchmark Advance
Grade 3 Skills and Strategies

Unit 10: Forces and Interactions

Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading	Foundational		Writing	Speaking and Listening	Language		
								Literary and Informational Standards Focus	Word Study and Spelling	Fluency			Conventions of English	Vocabulary Acquisition	English Language Development (ESL)
10	1	Short Read 1	Poems of Movement: "The Swing" and "The Wind"	Literary Text: Rhymed Verse	NP	3-PS2-1 3-PS2-2 3-PS2-3 3-PS2-4		• Read and Respond to a Poem (RL.3.1, RL.3.2, RL.3.10) • Identify Genre Features: Rhymed Verse (RL.3.1, RL.3.2, RL.3.5) • Identify Key Details and Main Idea (RI.3.1, RI.3.2, RI.3.10) • Identify Genre Features: Procedural Text (RI.3.3, RI.3.8, RI.3.7) • Compare and Contrast the Experience of Reading Poems and Scientific Text (RL.3.9, RI.3.9)	• Compound Words (RF.3.4a, RF.3.4c, L.3.4c, L.3.2f)	• Read on-level text with purpose and understanding (RF.3.4a) • Inflection/ Intonation–Pitch • Expression–Anticipation/ Mood (RF.3.4b)	• Introduce the Unit 10 Research Project (W.3.4, W.3.7, W.3.8) • Pre-Search: Use Print Sources to Choose Research Topics (W.3.7, W.3.8) • Pre-Search: Use Online Sources to Choose Research Topics (W.3.6, W.3.7, W.3.8) • Formulate and Evaluate Guiding Research Questions (W.3.7, W.3.8) • Develop an Opinion and Reasons Statement (W.3.7, W.3.8)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.3.1, SL.3.2, SL.3.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.3.4, SL.3.5, SL.3.6) are addressed in the Connect Across Discipline Projects.		• Distinguish Literal from Nonliteral Language in Imagery (L.3.5a) • Use Dictionaries to Clarify Word Meanings (L.3.4d) • Compound Words (L.3.4c)	<u>Grammar and Syntax</u> • Progressive tense verbs (1) • Adverbials and Adjectives (2) <u>Text Structure</u> • Cause and effect (5) • Sequence (8, 13) • Procedural (12, 13) <u>Vocabulary</u> • Compound words (4) • Suffixes (9) • Synonyms and antonyms (14) • Academic language (5, 8, 12, 13) <u>Interact in Meaningful Ways</u> • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
	2	Extended Read 1	The Great Tug-of-War	Literary Text: Folktale	710			• Identify and Summarize Key Story Events (RL.3.1, RL.3.2) • Distinguish Shades of Meaning Among Related Words (RL.3.1) • Close Reading: Analyze the Effect of Literal and Nonliteral Language on Imagery (RL.3.1, RL.3.4) • Close Reading: Draw Inferences from Text (RL.3.1, RL.3.2, RL.3.3) • Close Reading: Read Across Texts (RL.3.1, RL.3.2, RI.3.9)	• Suffixes: -ment, -ness (RF.3.3a, RF.3.3b, L.3.2e)		• Research to Support Reasons with Evidence (W.3.7, W.3.8) • Research to Refute an Opposing Opinion (W.3.1b, W.3.8) • Interviewing Sources: Generate Good Interview Questions (W.3.7, W.3.8) • Evaluate Your Research (W.3.7, W.3.8) • Revise/Finalize Your Opinion and Plan Your Opinion Essay (W.3.1a, W.3.1b, W.3.1d, W.3.5, W.3.8)			• Distinguish Shades of Meaning Among Related Words (L.3.5c) • Close Reading: Analyze the Effect of Literal and Nonliteral Language on Imagery (L.3.5a)	
		Word Study Read 2	The Merchant's Donkey	Literary Text: Fable	710										
	3	Extended Read 2	Investigate: Magnetism	Informational Text: Science	830			• Identify Key Details and Main Idea (RI.3.1, RI.3.2, RI.3.10) • Identify Multiple Text Formats (RI.3.1, RI.3.3, RI.3.8) • Close Reading: Analyze Procedural Test (RI.3.1, RI.3.3, RI.3.7) • Close Reading: Draw Inferences from Text (RI.3.1, RI.3.2, RI.3.3) • Close Reading: Integrate Information from Two Texts (RI.3.1, RL.3.2, RI.3.9)	• Related Words (RF.3.3a, L.3.2f, L.3.4b, L.3.4c)		• State Your Opinion and Reasons Clearly (W.3.1a, W.3.4) • Present Evidence for Reasons (W.3.1b, W.3.4) • Link Your Reasons Back to Your Opinion (W.3.1c, W.3.4) • Refute Opposing Opinions (W.3.1b, W.3.4, W.3.8) • Restate Your Opinion and Reasons (W.3.1d, W.3.4, W.3.5, W.3.6)			• Related Words (L.3.4b, L.3.4c)	
		Word Study Read 3	Why Didn't I Think of That?	Informational Text: Science	600										

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Benchmark Advance Glossary of Terms

Entry	Definition
Accuracy	A fluent reader's abilily to read a text at his or her independent reading level with few errors or miscues.
African American English (AAE)	A nonstandard variety of English spoken by many African Americans.
Blending	To draw individual sounds together to pronounce a word, e.g. c-a-t, blended together, reads cat.
Close Reading	A careful and purposeful rereading of a text
Collaborative Conversation	Purposeful academic student-to-student discussion around texts and topics of inquiry. The purpose of collaborative conversation is to create an environment for the discussion of reading selections that integrates sharing, peer interaction, and expert guidance. Sustained collaborative discussion enhances exploration transmission and construction of meaning.
Contrastive analysis	The systematic comparison of two or more languages, with the aim of describing their similarities and differences. During language instruction contrastive analysis enables teachers to understand which language skills will transfer easily and which may present challenges for the language learner.
Decodable text	A type of text used in beginning reading instruction in which at least 75-80 percent of the words consist solely of previously taught letter-sound and spelling-sound correspondences and in which 20-25 percent of the words consist of previously taught high-frequency irregularly spelled words and story or content words.
Designated English Language Development	A protected time during the regular school day in which teachers develop language skills based on the CA ELD Standards and support students' to gain access to the core ELA curriculum.
Domain-specific words and phrases*	Vocabulary specific to a particular field of study (domain), such as the human body (CCSS, p. 33); in the Standards, domain-specific words and phrases are analogous to Tier Three words (Language, p. 33).
Drafting	The stage of the writing process in which students write their text, referring back to the ideas they have planned during the prewriting stage.
Editing	The stage of the writing process in which students are primarily concerned with improving the spelling, punctuation, and grammar in their text.
Emergent reader texts*	Texts consisting of short sentences comprised of learned sight words and CVC words; may also include rebuses to represent words that cannot yet be decoded or recognized; see also rebus

** Definition taken from the Glossary of Key Terms in Common Core State Standards for English Language Arts Literacy in History/Social Studies, Science, and Technical Subjects: Appendix A.*

Benchmark Advance Glossary of Terms

Entry	Definition
Essential question	A broad, big-idea question worthy of in-depth consideration and inquiry. Essential questions have no single or easy answer. They address issues and knowledge that have life-long, real-world impact that goes beyond the focus of one particular lesson.
Evidence*	Facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science
Fluency	The ability to read with ease, without excessive attention to decoding individual words, so that the reader is free to focus on the meaning of the text. Fluent readers read with speed, accuracy, and proper expression.
General academic words and phrases*	Vocabulary common to written texts but not commonly a part of speech; in the Standards, general academic words and phrases are analogous to Tier Two words and phrases (Language, p. 33)
Guided Practice	A step in the gradual release of responsibility model in which students practice a new strategy or skill after it has been modeled or directly taught.
High-frequency words	Commonly used words that young children are encouraged to memorize as a whole by sight, so that they can automatically recognize these words in print without having to use any strategies to decode.
Independent(ly)*	A student performance done without scaffolding from a teacher, other adult, or peer; in the Standards, often paired with proficient(ly) to suggest a successful student performance done without scaffolding; in the Reading standards, the act of reading a text without scaffolding, as in an assessment; see also proficient(ly), scaffolding
Integrated English language development	Language scaffolding provided during regular ELA classroom instruction to ensure that English learners can participate in and achieve the objectives of core ELA lessons.
Interim assessment	Benchmark assessments that document students level of competency based on the standards and skills taught up to that point during the school year.

** Definition taken from the Glossary of Key Terms in Common Core State Standards for English Language Arts Literacy in History/Social Studies, Science, and Technical Subjects: Appendix A.*

Benchmark Advance Glossary of Terms

Entry	Definition
Leveled text	Texts carefully constructed to reflect a continuum of scaffolds and challenges for the reader. At the earliest level, the texts have predictable, patterned sentences with direct picture support. At subsequent levels, they incrementally introduce more complexity in terms of language structures, vocabulary, and text and graphic features. Teachers match leveled texs to students' instructional reading levels to deliver differentiated reading instruction in students' zone of proximal development. Several qualitative leveling systems are recognized, such as Fountas and Pinnell, Reading Recovery, and the Developmental Reading Assessment
Minute-by-minute and day-to-day assessment	Formative assessment that occurs in real time while student learning is underway.
Modeling	An instructional strategy in which the teacher demonstrates a task or shares his or her metacognitive thinking process, making it transparent to the student by means of a "think aloud." Modeling is the first step in the gradual release of responsibility instructional model.
More sustained research project*	An investigation intended to address a relatively expansive query using several sources over an extended period of time, as in a few weeks of instructional time
Phonemic awareness	A subset of phonological awareness in which listeners are able to hear, identify and manipulate phonemes, the smallest units of sound that can differentiate meaning.
Phonological awareness	The ability to hear sounds that make up words in spoken language. This includes recognizing words that rhyme, deciding whether words begin or end with the same sounds, understanding that sounds can be manipulated to create new words, and separating words into their individual sounds.
Point of view*	Chiefly in literary texts, the narrative point of view (as in first- or third-person narration); more broadly, the position or perspective conveyed or represented by an author, narrator, speaker, or character.
Pre/post assessment	A formal assessment administered at the beginning and end of the instructional year to document students' level of competency on the full range of CCSS standards assessed.
Preteach and reteach	Instruction to scaffold students prior to regular classroom instruction or reinforce materials already taught to provide additional practice of key skills and strategies.
Prior knowledge	The pre-existing knowledge, strategies, skills, experiences, and attitudes a student brings to classroom instruction.

** Definition taken from the Glossary of Key Terms in Common Core State Standards for English Language Arts Literacy in History/Social Studies, Science, and Technical Subjects: Appendix A.*

Benchmark Advance Glossary of Terms

Entry	Definition
Productive Engagement tasks	In productive engagement tasks, groups of students work to complete a task that requires them to independently apply one or more skills or strategies they have previously learned. Similar to "productive struggle," productive engagement tasks give teachers with an opportunity to observe how well students transfer learning to a new context and to provide responsive teaching and reteaching based on their observations.
Proficient(ly)*	A student performance that meets the criterion established in the Standards as measured by a teacher or assessment; in the Standards, often paired with independent(ly) to suggest a successful student performance done without scaffolding; in the Reading standards, the act of reading a text with comprehension.
Prosody	Prosody is the use of pitch, loudness, tempo, and rhythm in speech to convey information about the structure and meaning of an utterance. Fluent readers use prosody to convey meaning through a text.
Interactive read-aloud	Interactive read-aloud time is a component of the literacy block in which teachers read aloud engaging literary and informational texts to students. Reading aloud supports listening comprehension, fluency, and vocabulary development, and it provides an opportunity to model metacognition and instill the love of reading in children.
Reader's theater	Reader's theater is a type of reading that involves the oral performance of scripts without the memorization of lines. In essence, it is a type of minimalist theater in which performers simply read their parts from the script and rely solely on their voices to communicate meaning to an audience.
Reading rate	Reading rate is part of the broader umbrella of fluency and is measured in words read per minute, while fluency is a bit more subjective. Rate is a key factor in fluency as a whole.
Rebus*	A mode of expressing words and phrases by using pictures of objects whose names resemble those words
Revising	A part of writing and preparing presentations concerned chiefly with a reconsideration and reworking of the content of a text relative to task, purpose, and audience; compared to editing, a larger-scale activity often associated with the overall content and structure of a text; see also editing, rewriting
Rewriting*	A part of writing and preparing presentations that involves largely or wholly replacing a previous, unsatisfactory effort with a new effort, better aligned to task, purpose, and audience, on the same or a similar topic or theme; compared to revising, a larger-scale activity more akin to replacement than refinement; see also editing, revising

** Definition taken from the Glossary of Key Terms in Common Core State Standards for English Language Arts Literacy in History/Social Studies, Science, and Technical Subjects: Appendix A.*

Benchmark Advance Glossary of Terms

Entry	Definition
Scaffolding*	Temporary guidance or assistance provided to a student by a teacher, another adult, or a more capable peer, enabling the student to perform a task he or she otherwise would not be able to do alone, with the goal of fostering the student's capacity to perform the task on his or her own later on.
Shared Reading	An interactive reading experience during which students join in or share the reading of a book or other text while guided and supported by a teacher. The teacher explicitly models the skills of proficient readers, including concepts about print, early reading strategies, and reading with fluency and expression.
Short research project*	An investigation intended to address a narrowly tailored query in a brief period of time, as in a few class periods or a week of instructional time
Source	A text used largely for informational purposes, as in research.
Standard English*	In the Standards, the most widely accepted and understood form of expression in English in the United States; used in the Standards to refer to formal English writing and speaking; the particular focus of Language standards 1 and 2 (CCSS, pp. 26, 28, 52, 54).
Text annotation	Text annotation is a text-engagement process in which the reader marks the text or makes notes in the margins of a text during reading in order to increase comprehension, record responses, or identify text evidence during a close reading.
Text complexity band*	A range of text difficulty corresponding to grade spans within the Standards; specifically, the spans from grades 2–3, grades 4–5, grades 6–8, grades 9–10, and grades 11–CCR (college and career readiness)
Text complexity*	The inherent difficulty of reading and comprehending a text combined with consideration of reader and task variables; in the Standards, a three-part assessment of text difficulty that pairs qualitative and quantitative measures with reader-task considerations (CCSS, pp. 31, 57; Reading, pp. 4–16)
Text evidence question	A question that requires students to reread source text(s) to find textual evidence to support an inference, conclusions, or analysis.
Text structure	Text structure refers to the ways that authors organize information in text. These include narrative, descriptive, compare/contrast, cause/effect, sequential, chronological, and problem/solution. Teaching students to recognize the underlying structure of content-area texts can help students focus attention on key concepts and relationships, anticipate what's to come, and monitor their comprehension as they read.

** Definition taken from the Glossary of Key Terms in Common Core State Standards for English Language Arts Literacy in History/Social Studies, Science, and Technical Subjects: Appendix A.*

Benchmark Advance Glossary of Terms

Entry	Definition
Transitional Kindergarten	The first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate.
Unit assessment	Summative assessment that takes place at the end of each unit to determine whether students have attained a certain level of competency based on the instruction provided in the unit.
Weekly assessment	Formative assessment that occurs at the end of each week's instruction and provides information about students' learning to help teachers adapt and plan future instruction.
Write to sources	Writing tasks that require students to produce a narrative, informative/explanatory, or opinion/argument text using evidence drawn from text or multimedia sources.
Writer's workshop	Writer's Workshop is a daily, scheduled block of time in which students are provided opportunities to write.
Writing process	The series of steps writers take in order to develop a final, publishable text. These steps include prewriting, drafting, revising, and editing.

** Definition taken from the Glossary of Key Terms in Common Core State Standards for English Language Arts Literacy in History/Social Studies, Science, and Technical Subjects: Appendix A.*

Benchmark Advance
Grade 4 Skills and Strategies

Unit 1: Government in Action

Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading	Foundational	
								Literary and Informational Standards Focus	Word Study and Spelling	Fluency
1	1	Short Read 1	Solving Problems	Informational Text: Social Studies	910	4-ESS3-2	4.5.1 4.5.2 4.5.3 4.5.4	• Identify Key Details and Main Idea (RI.4.1, RI.4.2, RI.4.10) • Analyze An Author's Evidence (RI.4.2, RI.4.8, RI.4.10) • Interpret Graphic Features: Sidebars, Charts, and Photos (RI.4.7) • Identify Key Events and Summarize (RL.4.1, RL.4.2, RL.4.10) • Draw Inferences from Story Details (RL.4.1, RL.4.2, RL.4.3) • Use Genre Features to Compare and Contrast Texts on Same Topic RL.4.10, RI.4.9)	• Long a (VCe, ai, ay, ei, ea) and Short a (RF.4.3a, L.4.2d)	• Read on-level text with purpose and understanding (RF.4.4a) • Inflection/ Intonation–Pitch (RF.4.4b) • Phrasing–Units of Meaning in Complex Sentences (RF.4.4c)
		Short Read 2	The First Town Meeting	Literary Text: Science Fiction	800					
		Word Study Read 1	Saving Yellowstone	Informational Text: Social Studies	880					
	2	Extended Read 1	The State Government and its Citizens	Informational Text: Social Studies	930			• Identify Key Details and Main Idea (RI.4.1, RI.4.2, RI.4.10) • Refer to the Text When Answering Questions About Informational Texts (RI.4.1) • Close Reading: Draw Inferences Using Text Examples (RI.4.1) • Close Reading: Interpret Graphic Features and Make Connections to the Text (RI.4.7) • Close Reading: Integrate Information from Two Texts (RI.4.9)	• Long e (VCe, ea, ee, ey, y, ie, e) and Short e (RF.4.3a, L.4.2d)	
		Word Study Read 2	Fifty States Plus	Informational Text: Social Studies	890					
	3	Extended Read 2	Stanley's Release	Literary Text: Realistic	740			• Identify Key Events and Summarize (RL.4.1, RL.4.2, RL. 4.10) • Refer to the Text When Answering Questions About Literary Texts (RL.4.1) • Close Reading: Draw Inferences from Story Details (RL.4.1, RL.4.3) • Integrate Information from Two Texts to Understand Story Details (RI.4.1, RI.4.9)	• Long o (VCe, oa, ow, oe, o) and Short o (RF.4.3a, L.4.2d)	
		Word Study Read 3	Go, Botoño!	Literary Text: Science Fiction	660					

Writing	Speaking and Listening	Language		
		Conventions of English	Vocabulary Acquisition	English Language Development (ESL)
• Read and Analyze a Narrative Prompt (W.4.5) • Reread to Find Text Evidence (W.4.4, W.4.5, W.4.8, W.4.9b) • Plan a Journal Entry (W.4.3, W.4.4, W.4.5, W.4.8, W.4.9b) • Draft a Journal Entry (W.4.3a, W.4.3b, W.4.3d, W.4.3e, W.4.4, W.4.5) • Revise and Edit (W.4.3d, W.4.4, W.4.5, W.4.10)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.4.1, SL.4.2, SL.4.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.4.4, SL.4.5, SL.4.6) are addressed in the Connect Across Discipline Projects.	• Correct Capitalization (L.4.2a)	• Use Context Clues to Define Words (L.4.4a, L.4.4c)	<u>Conventions of English</u> • Quotation marks (5) <u>Grammar and Syntax</u> • Connecting words or phrases (1) • Prepositional phrases (2) • Past and present tense verbs (7, 13) • Subject-verb agreement (8) • Nouns and relative pronouns (10) <u>Vocabulary</u> • Suffixes (4) • Homophones (14) • Word meanings (9) • Language choice (12) <u>Interact in Meaningful Ways</u> • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
• Read and Analyze an Informative/Explanatory Prompt (W.4.5, W.4.8) • Reread to Find Text Evidence (W.4.2b, W.4.4, W.4.5, W.4.8, W.4.9b) • Plan an Informative/Explanatory Text (W.4.2a, W.4.4, W.4.5, W.4.9b) • Draft an Informative/Explanatory Text (W.4.2a, W.4.2e, W.4.4, W.4.5) • Revise and Edit (W.4.2c, W.4.2d, W.4.4, W.4.5, W.4.10)		• Punctuate Quotations (L.4.2b) Capitalize Proper Nouns (L.4.2a)		
• Read and Analyze an Opinion Prompt (W.4.8, W.4.9a) • Reread to Find Text Evidence (W.4.4, W.4.5, W.4.8, W.4.9a) • Plan an Opinion Text (W.4.1, W.4.4, W.4.5, W.4.9a) • Draft an Opinion Text (W.4.1a, W.4.1b, W.4.1d, W.4.4) • Revise and Edit (W.4.1, W.4.4, W.4.5, W.4.10)		• Combine Sentences (L.4.1f) • Punctuate Dialogue in a Text (L.4.2b)	• Close Reading: Use Word Knowledge to Understand Story Events (L.4.4a)	

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Benchmark Advance
Grade 4 Skills and Strategies

Unit 2: Characters' Actions and Reactions

Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading: Literary and Informational Standards Focus	Foundational: Word Study and Spelling	Foundational: Fluency
2	1	Short Read 1	The Gnat and the Lion and The Gnat and the Bull	Literary Text: Fable	860			• Identify Key Events and Summarize (RL.4.1, RL.4.2, RL.4.10) • Describe Characters Drawing on Details in Text (RL.4.1, RL.4.3) • Make Connections Between a Story and a Read-Aloud Play (RL.4.5, RL.4.7) • Compare and Contrast Fables and Fairy Tales (RL.4.2, RL.4.9, RL.4.10)	• Long i (VCe, igh, y, ie, i) and Short i (RF.4.3a)	• Read on-level text with purpose and understanding (RF.4.4a) • Speed/ Pacing–Fast • Pausing–Short Pause (RF.4.4b)
		Short Read 2	Snow White Meets the Huntsman	Literary Text: Fairy Tale	910					
		Word Study Read 1	Melamut the Crocodile	Literary Text: Animal Fantasy	780					
	2	Extended Read 1	Come Away, Come Away!	Literary Text: Fantasy	930			• Identify Key Events and Summarize (RL.4.1, RL.4.2, RL.4.10) • Make Inferences About Story Characters (RL.4.1, RL.4.3) • Close Reading: Make Connections Between a Story and a Visual Presentation (RL.4.3, RL.4.7) • Close Reading: Compare and Contrast Characters from Different Stories (RL.4.1, RL.4.3, RL.4.9)	• Long u (VCe, ue, ew, u) and Short u (RF.4.3a)	
		Word Study Read 2	Peter, the Wild Boy	Informational Text: Social Studies	780					
	3	Extended Read 2	How Dorothy Saved the Scarecrow	Literary Text: Fantasy	930			• Identify Key Events and Summarize (RL.4.1, RL.4.2, RL.4.10) • Make Connections Between a Text and a Movie (RL.4.1, RL.4.7) • Close Reading: Make Connections Between a Story and a Visual Presentation (RL.4.7) • Analyze Genre (RL.4.3, RL.4.10) • Compare and Contrast Topics in Two Texts (RL.4.9)	• Closed Syllable Patterns (RF.4.3a)	
		Word Study Read 3	The Wonderful World of Oz	Informational Text: Language Arts	990					

Writing	Speaking and Listening	Language: Conventions of English	Language: Vocabulary Acquisition	Language: English Language Development (ESL)
• Read and Analyze a Narrative Prompt (W.4.5, W.4.8, W.4.9a) • Reread to Find Text Evidence (W.4.4, W.4.5, W.4.8, W.4.9a) • Plan a Narrative Text: Dialogue (W.4.3, W.4.4, W.4.5, W.4.8, W.4.9a) • Draft a Narrative Text: Dialogue (W.4.3b, W.4.4, W.4.5, W.4.9a, W.4.10) • Revise and Edit (W.4.3, W.4.4, W.4.5, W.4.10)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.4.1, SL.4.2, SL.4.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.4.4, SL.4.5, SL.4.6) are addressed in the Connect Across Discipline Projects.	• Informal Language (L.4.3c) • Punctuate Dialogue in a Text (L.4.2b)	• Identify Key Events and Summarize (L.4.5b) • Understand and Use Words That Signal States of Being (L.4.4a, L.4.4c) • Figurative Language: Similes (L.4.4, L.4.5)	<u>Grammar and Syntax</u> • Connecting words or phrases (1, 8) • Adjectives (2) • Adverbs (13) • Modal auxiliaries (15) <u>Vocabulary</u> • Suffixes (4) • Homographs (9) • Homophones (14) • Similes (5) <u>Interact in Meaningful Ways</u> • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
• Read and Analyze an Informative/Explanatory Prompt (W.4.5, W.4.8, W.4.9a) • Reread to Find Text Evidence (W.4.2b, W.4.4, W.4.5, W.4.8, W.4.9a) • Plan an Informative/Explanatory Text (W.4.2, W.4.4, W.4.5, W.4.9a) • Draft an Informative Text: Strong Introductions (W.4.2a, W.4.4, W.4.5, W.4.9a) • Revise and Edit (W.4.2, W.4.4, W.4.5, W.4.10)		• Produce Complete Sentences (L.4.1f) • Check and Correct Spelling (L.4.2d)	• Understand and Use Words That Signal States of Being (L.4.4a, L.4.4c, L.4.6)	
• Read and Analyze an Opinion Prompt (W.4.5) • Reread to Find Text Evidence (W.4.4, W.4.5, W.4.8, W.4.9a) • Plan an Opinion Text (W.4.1, W.4.4, W.4.5, W.4.9a) • Draft an Opinion Text: Strong Introduction (W.4.1a, W.4.4) • Revise and Edit (W.4.1, W.4.4, W.4.5, W.4.10)		• Use Interrogative Pronouns (L.4.1a) • Spell Grade-Appropriate Words (L.4.2d)		

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Unit 3: Observing Nature													
Unit	**Week**	**Student Reads**	**Selection Title**	**Genre**	**Lexile**	**Next Generation Science Standards**	**CA-HSS Standards**	**Reading**	**Foundational**		**Writing**	**Speaking and Listening**	**Language**		
								Literary and Informational Standards Focus	**Word Study and Spelling**	**Fluency**			**Conventions of English**	**Vocabulary Acquisition**	**English Language Development (ESL)**
3	1	Short Read 1	A Bird's Free Lunch	Narrative Nonfiction: Personal Essay	870	4-LS1-2		• Identify Key Details and Determine the Main Idea (RI.4.1, RI.4.2, RI.4.10) • Identify Genre Features: First-Person Literary Essay (RI.4.6, RL.4.10) • Identify and Summarize Key Events (RL.4.1, RL.4.2, RL.4.10) • Compare and Contrast First Person Narrative Points of View (RI.4.9, RL.4.6)	• Open Syllable Patterns (RF.4.3a)	• Read on-level text with purpose and understanding (RF.4.4a) • Expression–Characterization/ Feelings • Speed/Pacing–Varied (RF.4.4b) • Read with Accuracy, Appropriate Rate, and Expression (RF.4.4b, RF.4.4c)	• Analyze a Guiding Research Question (W.4.7, W.4.8, W.4.9b) • Evaluate Print Sources (W.4.7, W.4.8, W.4.9b) • Evaluate Online Sources (W.4.6, W.4.7, W.4.8, W.4.9b) • Use Key Words to Search for Relevant Sources (W.4.6, W.4.7, W.4.8, W.4.9b) • Take Notes on Index Cards (W.4.6, W.4.7, W.4.8)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.4.1, SL.4.2, SL.4.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.4.4, SL.4.5, SL.4.6) are addressed in the Connect Across Discipline Projects.		• Determine and Clarify Meanings of Vocabulary and Idioms (L.4.4a, L.4.4c, L.4.5b) • Use Key Words to Search for Relevant Sources (L.4.4c) • Close Reading: Analyze Figurative Language (L.4.5a)	<u>Conventions of English</u> • Commas (10) <u>Grammar and Syntax</u> • Verbs and verb phrases (1, 11) • Prepositional phrases (2) • Pronoun-antecedent agreement (3) • Adjectives (5) • Transition words (8) <u>Vocabulary</u> • Context clues (1) • Suffixes (4) • Prefixes (9) • Compound words (14) • Word choice (7) • Metaphors (12) <u>Interact in Meaningful Ways</u> • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
		Word Study Read 1	The Birdseed Thief	Literary Text: Realistic	770										
	2	Extended Read 1	Being In and Seeing Nature: The Writings of John Burroughs	Narrative Nonfiction: Personal Essay	1020			• Identify Key Details and Determine the Main Idea (RI.4.1, RI.4.2, RI.4.10) • Identify Genre Features: Poetry (RL.4.5, RL.4.10) • Close Reading: Analyze Figurative Language (RL.4.4) • Integrate Information from Two Texts (RL.4.6, RI.4.1, RI.4.9)	• Vowel Team Syllable Patterns (RF.4.3a)		• Analyze a Guiding Research Question (W.4.7) • Evaluate Print Sources (W.4.7, W.4.8, W.4.9b) • Evaluate Online Sources (W.4.6, W.4.7, W.4.8, W.4.9b) • Use Key Words to Search for Relevant Sources (W.4.7, W.4.8) • Take Notes on Index Cards (W.4.7, W.4.8)			• Analyze Figurative Language (L.4.5) • Close Reading: Determine and Clarify Meaning of Idioms (L.4.4a, L.4.5b)	
		Word Study Read 2	Waiting for Spring	Informational Text: Social Studies	880										
	3	Extended Read 2	Birches and In Summer	Literary Text: Narrative Poetry/Lyric Poem	NP			• Read and Respond to a Poem (RL.4.1, RL.4.2, RL.4.5, RL.4.10) • Close Reading: Compare a Poem to a Photograph (RL.4.7, RL.4.10) • Close Reading: Analyze Differences Between Prose and Poetry (RL.4.5)	• Vowel-r Syllable Patterns (RF.4.3a)		• Analyze a Research Prompt (W.4.7) • Evaluate Print Sources (W.4.7, W.4.8) • Evaluate Online Sources (W.4.6, W.4.7, W.4.8) • Use Key Words to Search for Relevant Sources (W.4.6, W.4.7, W.4.8) • Take Notes on Index Cards (W.4.6, W.4.7, W.4.8)			• Close Reading: Understand Figurative Language to Determine the Theme (L.4.5)	
		Word Study Read 3	Birch Bark Canoes	Informational Text: Social Studies	890										

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Unit 4: Understanding Different Points of View														
Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading	Foundational		Writing	Speaking and Listening	Language		
								Literary and Informational Standards Focus	Word Study and Spelling	Fluency			Conventions of English	Vocabulary Acquisition	English Language Development (ESL)
4	1	Short Read 1	Here Boy	Literary Text: Realistic	970	4-LS1-1 4-LS1-2		• Identify Key Events and Summarize (RL.4.1, RL.4.2, RL.4.10) • Analyze First-Person Narrative Point of View (RL.4.1, RL.4.6, RL.4.10) • Draw Inferences About Characters in a First-Person Narrative (RL.4.1, RL.4.3) • Analyze Third-Person Narrative Point of View (RL.4.1, RL.4.3, RL.4.6) • Draw Inferences about Characters in a Third Person Narrative (RL.4.1) • Compare and Contrast First-Person and Third-Person Point of View (RL.4.1, RL.4.6)	• Compound Words (RF.4.3a)	• Read on-level text with purpose and understanding (RF.4.4a) • Expression–Anticipation/ Mood • Speed/ Pacing– Slow (RF.4.4b)	• Use Precise Language (W.4.2d) • Plan and Organize an Explanatory Text (W.4.5, W.4.8, W.4.9a) • Vary Sentence Beginnings (W.4.2c) • Draft an Explanatory Text (W.4.2b) • Revise and Edit an Explanatory Text (W.4.2, W.4.4, W.4.5, W.4.10)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.4.1, SL.4.2, SL.4.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.4.4, SL.4.5, SL.4.6) are addressed in the Connect Across Discipline Projects.	• Use Relative Adverbs (L.4.1a) • Punctuate Dialogue in a Text (L.4.2b)	• Use Precise Language (L.4.4c)	<u>Conventions of English</u> • Exclamation points (2) <u>Grammar and Syntax</u> • Noun–pronoun agreement (1) • Verb tenses (5) <u>Vocabulary</u> • Multiple-meaning words (4) • Suffixes (9) • Compound words (14) • Sequence words (13) • Word choice (8, 11) • Figurative language (15) <u>Interact in Meaningful Ways</u> • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
		Word Study Read 1	A Dog's Life	Literary Text: Animal Fantasy	810										
	2	Extended Read 1	Quiet!	Literary Text: Realistic	940			• Identify Key Story Details and Summarize (RL.4.1, RL.4.2, RL.4.10) • Identify Key Events and Summarize (RL.4.1, RL.4.2, RL.4.10 • Close Reading: Analyze Third Person Point of View (RL.4.1., RL.4.6) • Close Reading: Contrast Narrative Points of View (RL.4.1, RL.4.6)	• Vowel-C-e Syllable Patterns (RF.4.3a, RF.4.4c)		• Use Sensory and Descriptive Words (W.4.3d) • Plan and Organize a Narrative Text (W.4.3e, W.4.5, W.4.8, W.4.9a) • Establish a Story's Tone (W.4.3a, W.4.4a) • Draft a Narrative: Setting the Scene (W.4.3a, W.4.4, W.4.10) • Revise and Edit a Narrative (W.4.3, W.4.4, W.4.5, W.4.10)		• Progressive Verb Tenses (L.4.1b) • Frequently Confused Words (L.4.1g)	• Determine the Meaning of Figurative Language (L.4.4c, L.4.5a) • Close Reading: Draw Inferences About Character (L.4.4a, L.4.4c)	
		Word Study Read 2	Balto, A Heroic Dog	Informational Text: Social Studies	870										
	3	Extended Read 2	My Breaking In	Literary Text: Animal Fantasy	930			• Identify Key Details and Summarize (RL.4.1, RL.4.2, RL.4.10) • Close Reading: Analyze Effects of First-Person Point of View (RL.4.1, RL.4.3, RL.4.6) • Close Reading: Draw Inferences About Characters (RL.4.1, RL.4.3) • Close Reading: Make a Judgment Using Text Evidence (RL.4.1, RL.4.3, RL.4.9)	• Consonant-le Syllable Patterns (RF.4.3a)		• Incorporate Text Evidence (W.4.1b, W.4.5, W.4.9b) • Plan and Organize an Opinion Text (W.4.5, W.4.8, W.4.9a) • Engage Readers with a Strong Opening (W.4.1a, W.4.4, W.4.5) • Draft an Opinion Text (W.4.1b, W.4.4, W.4.5, W.4.9a) • Revise and Edit an Opinion Text (W.4.1, W.4.4, W.4.5, W.4.10)		• Using Relative Pronouns (L.4.1a) • Punctuate Dialogue in a Text (L.4.2b)	• Define Technical Vocabulary Using Descriptions in Context (L.4.4a, L.4.4c)	
		Word Study Read 3	After Dark	Literary Text: Realistic	770										

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Unit 5: Technology for a Green Future

Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading: Literary and Informational Standards Focus	Foundational: Word Study and Spelling	Foundational: Fluency	Writing	Speaking and Listening	Language: Conventions of English	Language: Vocabulary Acquisition	Language: English Language Development (ESL)
5	1	Short Read 1	The Hopeville Ledger: Town Tackles Energy Debate	Informational Text: Journalism	790	4-ESS3-1 4-PS3-2 4-PS3-4 3-5-ETS1-1 3-5-ETS1-2	4.5	• Identify Key Details and Summarize (RI.4.1, RI.4.2, RI.4.10) • Explain How Reasons and Evidence Support Points in a Text (RI.4.1, RI.4.8) • Identify and Analyze the Features of a News Article (RI.4.5, RI.4.10) • Identify Key Details and Determine the Main Idea (RI.4.1, RI.4.2, RI.4.10) • Identify and Analyze the Features of an Opinion Text (RI.4.1, RI.4.8) • Compare and Contrast Reasons and Evidence (RI.4.1, RI.4.8, RI.4.9)	• Hard and Soft c, g (RF.4.3a)	• Read on-level text with purpose and understanding (RF.4.4a) • Pausing–Full Stop • Expression–Anticipation/ Mood (RF.4.4b)	• Develop Character's Voice Through Dialogue (W.4.3b) • Plan and Organize a First-Person Narrative Scene (W.4.3a, W.4.3b) • Combine Sentences for Fluency (W.4.3b, W.4.5) • Draft a Narrative Opening Scene (W.4.3a, W.4.4) • Revise and Edit (W.4.3, W.4.4, W.4.5, W.4.10)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.4.1, SL.4.2, SL.4.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.4.4, SL.4.5, SL.4.6) are addressed in the Connect Across Discipline Projects.	• Adjective Order (L.4.1d) • Commas in Compound Sentences with Coordinating Conjunctions (L.4.2c)	• Use Context Clues to Define Domain-Specific Vocabulary (L.4.4a, L.4.4c) • Identify and Analyze the Features of an Opinion Text (L.4.4c)	<u>Conventions of English</u> • Quotation marks (2) <u>Grammar and Syntax</u> • Conjunctions (5) • Pronouns (8) • Nouns from verbs (13) • Adjectives (10) <u>Text Structure</u> • Problem-Solution (6) <u>Vocabulary</u> • Domain-specific (4) • Greek and Latin roots (9) • Suffixes (14) <u>Interact in Meaningful Ways</u> • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
	2	Extended Read 1	Green Transportation Solutions	Informational Text: Science	980			• Identify Key Details and Determine the Main Idea (RI.4.1, RI.4.2, RI.4.3, RI.4.10) • Identify and Analyze a Problem and Solution Text Structure (RI.4.1, RI.4.5) • Close Reading: Analyze Author's Purpose (RI.4.1) • Close Reading: Explain How Reasons and Evidence Support Points in a Text (RI.4.1, RI.4.2, RI.4.8,) • Close Reading: Use Details to Integrate Information From Two Text (RI.4.1, RI.4.9)	• r-Controlled Vowels (ar, or, oar, ore) (RF.4.3a, L.4.3c)		• Use Domain-Specific Vocabulary (W.4.2b, W.4.3d) • Plan and Organize an Informative Essay (W.4.2a, W.4.5, W.4.8, W.4.9b) • Incorporate Quotations into the Text (W.4.2b) • Draft an Informative Essay: Conclusions (W.4.2e) • Revise and Edit (W.4.2, W.4.4, W.4.5, W.4.10)		• Use Modal Auxiliaries (L.4.1c) • Use a Comma Before a Coordinating Conjunction in a Compound Sentence (L.4.2c)		
		Word Study Read 2	The Solar Challenge	Literary Text: Realistic	840										
	3	Extended Read 2	Opinions About Green Transportation	Informational Text: Opinion Piece	910			• Identify Key Details and Determine the Main Idea (RI.4.1, RI.4.2, RI.4.3, RI.4.10) • Evaluate Opinion Texts (RI.4.1, RI.4.8) • Close Reading: Evaluate Evidence and Argument (RI.4.1, RI.4.7, RI.4.8) • Close Reading: Compare Arguments and Evidence (RI.4.1, RI.4.2, RI.4.8, RI.4.9) • Close Reading: Integrate Evidence and Arguments from Two Texts (RI.4.8, RI.4.9)	• r-Controlled Vowels (er, ir, ur) (RF.4.3a)		• Formal Voice (W.4.1) • Plan and Organize an Opinion Essay (W.4.1a, W.4.5, W.4.8, W.4.9b) • Use Connecting Words and Transition Words (W.4.1c) • Draft an Opinion Essay: Conclusions (W.4.1d) • Revise and Edit an Opinion Essay (W.4.1, W.4.4, W.4.5, W.4.10)		• Use Prepositional Phrases (L.4.1e) • Use a Comma Before a Coordinating Conjunction in a Compound Sentence (L.4.2c)		
		Word Study Read 3	America's Greenest City	Informational Text: Opinion Piece	830										

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Unit 6: Confronting Challenges												
Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading	Foundational		Writing	Speaking and Listening	Language		
								Literary and Informational Standards Focus	Word Study and Spelling	Fluency			Conventions of English	Vocabulary Acquisition	English Language Development (ESL)
6	1	Short Read 1	Rabbit and Coyote	Literary Text: Trickster Tale	880			• Identify Key Events and Summarize (RL.4.1, RL.4.2, RL.4.10) • Use Text Evidence to Make Inferences about Characters (RL.4.1, RL.4.3) • Determine the Story Theme (RL.4.1, RL.4.2) • Identify and Analyze Quests in a Literary Text (RL.4.1, RL.4.3) • Use Text Evidence to Compare and Contrast the Treatment of Similar Themes (RL.4.1, RL.4.2, RL.4.3, RL.4.9)	• Adverb Suffixes -ly, -ily, -ways, -wise (RF.4.3a)	• Read on-level text with purpose and understanding (RF.4.4a) • Inflection/ Intonation–Pitch • Read with Expression–Dramatic Expression (RF.4.4b)	• Read and Analyze a Research Prompt (W.4.7) • Use Key Words to Search for Relevant Sources (W.4.6, W.4.7, W.4.8) • Take Notes: Paraphrase to Avoid Plagiarism (W.4.7, W.4.8) • Take Notes: Use Direct Quotes to Avoid Plagiarism (W.4.7, W.4.8) • Evaluate Your Research Findings (W.4.7, W.4.8)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.4.1, SL.4.2, SL.4.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.4.4, SL.4.5, SL.4.6) are addressed in the Connect Across Discipline Projects.		• Use Context Clues to Define Unfamiliar Words (L.4.4a)	Grammar and Syntax • Noun-pronoun agreement (1) • Subject-verb agreement (15) • Noun phrases (13) • Preposition phrases (5) Vocabulary • Sequence words (2) • Suffixes (4, 14) • Homophones (8, 9) • Synonyms (10) Interact in Meaningful Ways • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
		Short Read 2	The Valiant Little Tailor	Literary Text: Folktale	750										
		Word Study Read 1	Chi Li and the Serpent	Literary Text: Legend	820										
	2	Extended Read 1	Molly Whuppie	Literary Text: Fairy Tale	820			• Identify Key Events and Summarize (RL.4.1, RL.4.2, RL.4.3, RL.4.10) • Find Evidence to Evaluate a Text (RL.4.1, RL.4.3) • Close Reading: Analyze Genre Features (RL.4.1) • Close Reading: Make Judgments about a Character (RL.4.1, RL.4.3) • Close Reading: Compare and Contrast the Treatment of Similar Themes (RL.4.1, RL.4.2, RL.4.9)	• ōō and ŏŏ (oo, ew, ould, ull) (RF.4.3a)		• Read and Analyze a Research Prompt (W.4.7) • Use Key Words to Search for Relevant Sources (W.4.6, W.4.7, W.4.8) • Take Notes: Paraphrase to Avoid Plagiarism (W.4.7, W.4.8) • Take Notes: Use Direct Quotes to Avoid Plagiarism (W.4.7, W.4.8) • Evaluate Your Research Findings (W.4.7, W.4.8)				
		Word Study Read 2	Kate Shelley: A Young Hero	Informational Text: Social Studies	850										
	3	Extended Read 2	Hercules' Quest	Literary Text: Myth	940			• Identify Key Events and Summarize (RL.4.1, RL.4.2, RL.4.10) • Close Reading: Make Inferences Based on a Character's Actions (RL.4.1, RL.4.3) • Close Reading: Make Inferences About an Author's Point of View (RL.4.1) • Close Reading: Compare and Contrast the Treatment of Similar Themes in Texts from Different Cultures (RL.4.1, RL.4.2)	• Adjective Suffixes -ful, -ous, -ible, -able, -some (RF.4.3a)		• Read and Analyze a Research Prompt (W.4.7, W.4.8) • Use Key Words to Search for Relevant Sources (W.4.6, W.4.7, W.4.8) • Take Notes: Paraphrase to Avoid Plagiarism (W.4.7, W.4.8, W.4.9a) • Take Notes: Use Direct Quotes to Avoid Plagiarism (W.4.7, W.4.8) • Evaluate Your Research Findings (W.4.7, W.4.8)			• Determine the Meaning of Mythological Allusions (L.4.4a, L.4.4c)	
		Word Study Read 3	Paul Bunyan and the Troublesome Mosquitoes	Literary Text: Tall Tale	830										

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Unit 7: Developing a Nation

Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading: Literary and Informational Standards Focus	Foundational: Word Study and Spelling	Foundational: Fluency	Writing	Speaking and Listening	Language: Conventions of English	Language: Vocabulary Acquisition	Language: English Language Development (ESL)
7	1	Short Read 1	The Open Road	Informational Text: Social Studies	760	4-ESS2-1	4.1.3 4.3.2 4.3.3 4.4.1 4.4.2 4.4.3	• Identify Main Idea and Key Details (RI.4.1, RI.4.2, RI.4.10, RL.4.1, RL.4.2) • Understand and Analyze Text Structure: Chronology (RI.4.5) • Interpret Graphic Features: Time Lines (RI.4.3, RI.4.7) • Analyze Evidence Quotes and Historical Photographs (RI.4.7, RI.4.8) • Compare and Contrast Two Texts on the Same Topic (RI.4.9)	• /ou/ and /oi/ (RF.4.3a)	• Read on-level text with purpose and understanding (RF.4.4a) • Pausing–Short Pause • Speed/Pacing–Varied (RF.4.4b)	• Use Descriptive Details to Establish a Setting (W.4.3a, W.4.3b, W.4.3d) • Plan and Organize a Narrative Letter (W.4.5) • Use Time Order Words (W.4.3a, W.4.3c) • Draft a Letter: Review of Narrative Writing (W.4.3d, W.4.3e, W.4.4) • Revise and Edit a Narrative Letter (W.4.4, W.4.5, W.4.10)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.4.1, SL.4.2, SL.4.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.4.4, SL.4.5, SL.4.6) are addressed in the Connect Across Discipline Projects.	• Use Punctuation for Effect (L.4.3b) • Use Prepositional Phrases (L.4.1e)	• Use Synonyms and Antonyms to Build Vocabulary (L.4.4a, L.4.5c)	Grammar and Syntax • Verb tense (1) • Subordinate clauses (2) • Prepositional phrases (5) • Noun-pronoun agreement (8) • Adjectives (13) • Adverbs (15) Text Structure • Cause and Effect (7) Vocabulary • Transition words (3) • Compound words (4) • Domain-specific vocabulary (9) • Word choice (12) • Synonyms and Antonyms (14) Interact in Meaningful Ways • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
		Word Study Read 1	Black Sunday: An Eyewitness Account	Narrative Nonfiction: Firsthand Account	860										
	2	Extended Read 1	Building the Transcontinental Railroad	Informational Text: Social Studies	900			• Identify Main Idea and Key Details (RI.4.1, RI.4.2, RI.4.10) • Analyze Text Structure: Comparison (RI.4.5) • Draw an Inference from a Chronological Text (RI.4.1, RI.4.3, RI.4.5) • Close Reading: Interpret Graphic Features to Understand the Text (RI.4.7) • Integrate Information from Two Texts (RI.4.9)	• Prefixes trans-, pro-, sub-, super-, inter- (RF.4.3a, L.4.4b)		• Use Words and Phrases to Link Ideas (W.4.2c) • Plan and Organize an Informative Essay (W.4.2, W.4.5, W.4.8) • Use Formal English (W.4.2) • Draft an Informative Essay (W.4.2a, W.4.2b, W.4.2c, W.4.2d, W.4.2e, W.4.4) • Revise and Edit an Informative Essay (W.4.4, W.4.5, W.4.10)		• Use Precise Language (L.4.3a) • Produce Complete Sentences and Correct Fragments (L.4.1f)		
		Word Study Read 2	The Pony Express	Informational Text: Social Studies	880										
	3	Extended Read 2	The Oregon Trail	Informational Text: Social Studies	1010			• Identify Main Idea and Key Details (RI.4.1, RI.4.2, RI.4.10) • Close Reading: Use a Firsthand Account to Explain Historical Details (RI.4.3, W.4.10) • Close Reading: Analyze Quotes and Historical Photographs (RI.4.7, RI.4.8) • Close Reading: Analyze Two Texts on the Same Topic (RI.4.9)	• Homophones (RF.4.3a, RF.4.4c, L.4.1g)		• Use Precise Language (W.4.2d, W.4.5) • Plan and Organize an Opinion Essay (W.4.1b, W.4.5) • Vary Sentence Structure and Style (W.4.5) • Draft an Opinion Essay (W.4.1a, W.4.1b, W.4.1d, W.4.4) • Revise and Edit an Opinion Essay (W.4.1, W.4.4, W.4.5, W.4.10)		• Correctly Use Frequently Confused Words (L.4.1g) • Recognize and Correct Run-Ons (L.4.1f)	• Understand Words, Using Synonyms (L.4.4.c, L.4.5c) • Use Precise Language (L.4.5c)	
		Word Study Read 3	The Oregon Trail Diary	Narrative Nonfiction: Diary	800										

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Unit 8: Earth Changes

Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading: Literary and Informational Standards Focus	Foundational: Word Study and Spelling	Foundational: Fluency
8	1	Short Read 1	Earthquakes	Informational Text: Science	1030	4-ESS2-2 4-ESS3-2	4.1.3	• Identify Key Details and Answer Text-Dependent Questions (RI.4.1, RI.4.2, RI.4.3, RI.4.10) • Identify and Describe Cause and Effect Text Structure (RI.4.1, RI.4.3, RI.4.5) • Interpret Graphic Features: Maps, Diagrams, Photos (RI.4.7) • Identify Key Events and Summarize (RI.4.1, RI.4.2, RI.4.10) • Identify Genre Features: Firsthand Accounts (RI.4.6) • Compare and Contrast Firsthand and Secondhand Accounts (RI.4.5, RI.4.6, RI.4.9)	• Negative Prefixes de-, un-, in-, im-, dis- (RF.4.3a, L.4.4b)	• Read on-level text with purpose and understanding (RF.4.4a) • Inflection/ Intonation–Volume • Expression–Dramatic Expression (RF.4.4b)
		Short Read 2	The San Francisco Earthquake, 1906: An Eyewitness Account	Narrative Nonfiction: Personal Essay	990					
		Word Study Read 1	Tsunami!	Informational Text: Science	820					
	2	Extended Read 1	Volcanoes	Informational Text: Science	980			• Identify Main Ideas and Key Details (RI.4.1, RI.4.2, RI.4.10) • Close Reading: Analyze Cause and Effect Text Structure to Understand Why Volcanoes Form (RI.4.1, RI.4.3, RI.4.5) • Close Reading: Analyze Author's Purpose to Develop New Insights (RI.4.1, RI.4.3) • Close Reading: Draw Conclusions from Two Texts (RI.4.1, RI.4.3, RI.4.9)	• Greek and Latin Roots geo-, archae-, rupt- (RF.4.3a, L.4.4b, L.4.4c)	
		Word Study Read 2	The Mount St. Helens Volcano	Informational Text: Science	860					
	3	Extended Read 2	Mount Vesuvius, 79 CE: Letter from Pliny the Younger	Narrative Nonfiction: Letter (Firsthand Account)	880			• Identify Key Events and Summarize (RI.4.1, RI.4.2, RI.4.10) • Review Genre Features: Firsthand Accounts (RI.4.1, RI.4.6, RI.4.9, RI.4.10) • Close Reading: Interpret Information Presented Visually (RI.4.1, RI.4.7) • Close Reading: Analyze Sensory Language to Draw Inferences (RI.4.1) • Close Reading: Draw Conclusions from Firsthand and Secondhand Accounts (RI.4.1, RI.4.9)	• Variant Vowel /ô/ (au, al, aw) (RF.4.3a)	
		Word Study Read 3	Escape from Pompeii	Literary Text: Historical Fiction	760					

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Writing	Speaking and Listening	Language: Conventions of English	Language: Vocabulary Acquisition	Language: English Language Development (ESL)
• Introduce the Unit 8 Research and Writing Project (W.4.7) • Pre-Search: Use Print Sources to Choose Research Topics (W.4.7, W.4.8) • Pre-Search: Use Online Sources to Choose Research Topics (W.4.6, W.4.7, W.4.8) • Evaluate Guiding Research Questions (W.4.7) • Categorize Information and Identify Possible Sources (W.4.7, W.4.8)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.4.1, SL.4.2, SL.4.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.4.4, SL.4.5, SL.4.6) are addressed in the Connect Across Discipline Projects.		• Use Context Clues to Define Domain-Specific Vocabulary (L.4.4a, L.4.4c)	<u>Grammar and Syntax</u> • Noun phrases (1) • Adverbial phrases (5) • Adjectives (13) <u>Text Structure</u> • Sequence of Events (3) <u>Vocabulary</u> • Academic vocabulary (2) • Prefixes (4) • Multiple meaning words (8) • Latin roots (9) • Word choice (11) • Sensory words (12) • Compound words (14) <u>Interact in Meaningful Ways</u> • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
• Take Notes: Paraphrase to Avoid Plagiarism (W.4.4, W.4.7, W.4.8, W.4.9b) • Take Notes: Use Direct Quotations to Avoid Plagiarism (W.4.7, W.4.8, W.4.9b) • Evaluate Your Research (W.4.7, W.4.8, W.4.9b) • Plan Your Narrative Point of View (W.4.3a) • Plan Your Firsthand Account (W.4.3a, W.4.3b, W.4.3e, W.4.5)			• Determine and Clarify the Meaning of Multiple-Meaning Words (L.4.4a, L.4.4c)	
• Begin Firsthand Account (W.4.3a, W.4.4) • Incorporate Research (W.4.3b, W.4.4, W.4.8, W.4.9b) • Use Traditional Words, Phrases, and Clauses (W.4.3c, W.4.4) • Use Concrete and Sensory Language (W.4.3c, W.4.3d, W.4.4) • Bring Closure to the Narrative (W.4.3d, W.4.3e, W.4.4, W.4.6)		• Order Adjectives Within Sentences (L.4.1d)		

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Unit 9: Resources and Their Impact

Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading	Foundational		Writing	Speaking and Listening	Language		
								Literary and Informational Standards Focus	Word Study and Spelling	Fluency			Conventions of English	Vocabulary Acquisition	English Language Development (ESL)
9	1	Short Read 1	Seattle: Up and Down and Up Again	Informational Text: Social Studies	910	4-ESS3-1	4.1.3 4.2.3 4.3.3 4.4.1 4.4.2 4.4.3 4.4.5 4.4.6	• Identify Key Details and Main Idea (RI.4.2, RI.4.10) • Analyze Cause and Effect Text Structure (RI.4.3, RI.4.5) • Analyze How Reasons and Evidence Support Points in a Text (RI.4.8) • Read and Respond to Poetry (RL.4.1, RL.4.2, RL.4.10) • Identify Genre Features: Free Verse Poetry (RL.4.5, RL.4.10) • Use Text Evidence to Compare and Contrast Texts on Similar Topics (RI.4.5, RI.4.6, RI.4.9)	• Noun Suffixes -dom, -ity, -tion, -ment, -ness (RF.4.3a)	• Read on-level text with purpose and understanding (RF.4.4a) • Inflection/ Intonation–Stress (RF.4.4b) • Phrasing–Units of Meaning in Complex Sentences (RF.4.4c)	• Introduce the Unit 9 Research Project (W.4.7) • Pre-Search: Use Online Sources to Choose Research Topics (W.4.6, W.4.7, W.4.8) • Pre-Search: Interview Others to Choose Research Topics (W.4.7, W.4.8) • Formulate and Evaluate Guiding Research Questions (W.4.7, W.4.8) • Categorize Information and Identify Possible Sources (W.4.7, W.4.8)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.4.1, SL.4.2, SL.4.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.4.4, SL.4.5, SL.4.6) are addressed in the Connect Across Discipline Projects.	• Interrogative Pronouns (L.4.1a)	• Use Context Clues to Determine the Meaning of Foreign Language Phrases (L.4.4a, L.4.4c)	<u>Grammar and Syntax</u> • Prepositional phrases (1) <u>Vocabulary</u> • Academic vocabulary (2, 8) • Suffixes (4) • Context clues (5) • Homophones (9) • Word choice (12) • Similes and metaphors (13) • Homographs (14) <u>Interact in Meaningful Ways</u> • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
	2	Extended Read 1	Natural Resources and Workers	Informational Text: Social Studies	1010			• Identify Key Details and Determine the Main Idea (RI.4.1, RI.4.2, RI.4.10) • Close Reading: Explain the Effects of an Event (RI.4.3, RI.4.5) • Close Reading: Analyze How Reasons and Evidence Support Points in a Text (RI.4.8) • Close Reading: Integrate Information from Two Texts on the Same Topic (RI.4.9)	• Latin Roots mis (“send”), agri (“field”), duc/duct (“lead”), man (“hand”) (RF.4.3a, L.4.4b)		• Note-Taking: Distinguish Important from Unimportant Information (W.4.7, W.4.8) • Distinguish Objective from Subjective Sources of Information (W.4.8, W.4.7) • Categorize Your Information (W.4.7, W.4.8) • Evaluate Research: Quality and Thoroughness (W.4.7, W.4.8) • Plan Your Informative Report (W.4.7, W.4.8, W.4.9b)			• Use Context Clues to Define Domain-Specific Vocabulary (L.4.4a)	
		Word Study Read 2	John Henry	Literary Text: Tall Tale	850										
	3	Extended Read 2	Out of the Dust	Literary Text: Narrative Poem	NP			• Identify and Summarize Key Story Events (RL.4.1, RL.4.2, RL.4.10) •Close Reading: Analyze Author's Use of Poetic Language to Establish Setting (RL.4.3, RL.4.5) • Close Reading: Analyze Key Details to Determine Theme (RL.4.2) • Close Reading: Compare and Contrast Poetry (RL.4.5, RL.4.9)	• Variant Vowel /âr/ (air, are, ear) (RF.4.3a, L.4.4b)		• Write a Strong Introduction (W.4.2a, W.4.4, W.4.9b) • Focus Sections on Main Ideas (W.4.2a, W.4.4, W.4.5, W.4.9b) • Incorporate Research by Qouting and Paraphrasing Sources (W.4.2b, W.4.4, W.4.5, W.4.8, W.4.9b) • Provide a Strong Conclusion (W.4.2a, W.4.2e, W.4.4, W.4.9b) • Credit and List Your Sources (W.4.6, W.4.8, W.4.10)		• Use a Comma Before a Coordinating Conjunction in a Compound Sentence (L.4.2c)	• Analyze Figurative Language: Similes and Personification (L.4.5a)	
		Word Study Read 3	Dust Storm Days	Literary Text: Historical Fiction	850										

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Unit 10: The Power of Electricity													
Unit	**Week**	**Student Reads**	**Selection Title**	**Genre**	**Lexile**	**Next Generation Science Standards**	**CA-HSS Standards**	**Reading**	**Foundational**		**Writing**	**Speaking and Listening**	**Language**
								Literary and Informational Standards Focus	**Word Study and Spelling**	**Fluency**			**Conventions of English** / **Vocabulary Acquisition** / **English Language Development (ESL)**
10	1	Short Read 1	Power Restored in India	Informational Text: Journalism	850	4-PS3-2 4-PS3-4 4-ESS3-1	4.2 4.4	• Identify Key Details and Main Idea (RI.4.1, RI.4.2, RI.4.10) • Analyze Objective Point of View in Informational Text (RI.4.8) • Analyze Subjective Point of View in Informational Text (RI.4.8) • Analyze Author's Evidence: First-Hand and Second-Hand Accounts (RI.4.1, RI.4.6, RI.4.8) • Compare Objective and Subjective Informational Texts (RI.4.9)	• Adding Endings with Spelling Changes (RF.4.3a)	• Read on-level text with purpose and understanding (RF.4.4a) • Expression–Characterization/ Feelings • Inflection/ Intonation–Volume (RF.4.4b)	• Introduce the Unit 10 Research Project (W.4.7) • Brainstorm Ideas to Formulate an Opinion (W.4.7, W.4.8) • Pre-Search Online to Formulate an Opinion (W.4.6, W.4.7, W.4.8) • Pre-Search with Print Sources to Formulate an Opinion (W.4.7, W.4.8) • Develop an Opinion and Reasons Statement or Thesis (W.4.1a, W.4.7, W.4.8)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.4.1, SL.4.2, SL.4.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.4.4, SL.4.5, SL.4.6) are addressed in the Connect Across Discipline Projects.	• Analyze Author's Word Choice (L.4.6) <u>Conventions of English</u> • Apostrophes (8) • Quotation marks (10) <u>Grammar and Syntax</u> • Plural nouns (2) • Complete sentences (5) • Prepositional phrases (13)
	2	Extended Read 1	The Power of Electricity	Informational Text: Science	880			• Identify Key Details and Determine the Main Idea (RI.4.1, RI.4.2) • Close Reading: Analyze Graphic Evidence (RI.4.7, RI.4.8) • Close Reading: Analyze Objective Point of View in Informational Text (RI. 4.8) • Close Reading: Draw Conclusions from Two Texts on the Same Topic (RI.4.1, RI.4.9)	• Words with Final /əl/ and /ən/ (RF.4.3a)		• Research to Support Reasons with Evidence (W.4.1b, W.4.7, W.4.8) • Research to Refute an Opposing Opinion (W.4.7, W.4.8) • Interviewing Sources: Generate Good Interview Questions (W.4.7, W.4.8) • Evaluate Your Research (W.4.7, W.4.8) • Plan Your Opinion Essay (W.4.1, W.4.5, W.4.9b)		• Use Context Clues to Determine Domain-Specific Vocabulary (L.4.4a, L.4.4c) <u>Text Structure</u> • Cause and Effect (1) <u>Vocabulary</u> • Synonyms and antonyms (4) • Word choice (7) • Greek and Latin roots (9) • Domain-specific vocabulary (14) <u>Interact in Meaningful Ways</u> • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
		Word Study Read 2	The Hoover Dam	Informational Text: Science	890								
	3	Extended Read 2	Nikola Tesla: Electrifying Inventor	Informational Text: Science	940			• Identify Key Details and Summarize (RI.4.1, RI.4.2, RI.4.10) • Analyze Subjective Point of View in an Informational Text (RI.4.8) • Close Reading: Draw Inferences from Firsthand and Secondhand Evidence (RI.4.1, RI.4.6, RI.4.9) • Close Reading: Identify Evidence to Support an Author's Point (RI.4.1, RI.4.8) • Close Reading: Integrate Evidence From Two Texts to Form an Opinion (RI.4.1, RI.4.8, RI.4.9)	• Latin and Greek Roots: ven (come), migr (move), graph (write), mit (send), aud (hear) (RF.4.3a)		• State Your Opinion and Reasons Clearly (W.4.1a, W.4.4, W.4.9b) • Present Evidence for Each Reason (W.4.1b, W.4.4, W.4.9b) • Link Your Reasons Back to Your Opinion (W.4.1c, W.4.4, W.4.9b) • Refute Opposing Opinions (W.4.1b, W.4.4, W.4.9b) • Restate Your Opinion and Reasons (W.4.1d, W.4.4, W.4.6, W.4.10)		• Use Prepositional Phrases (L.4.1e)	
		Word Study Read 3	A Night in Tesla's Lab	Literary Text: Realistic	810								

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Unit 1: The U.S. Constitution: Then and Now

Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading: Literary and Informational Standards Focus	Foundational: Word Study and Spelling	Foundational: Fluency
1	1	Short Read 1	Creating the Constitution	Informational Text: Social Studies	1090		5.4.6 5.7.2 5.7.3 5.7.4 5.7.5	• Identify Main Idea and Key Details (RI.5.1, RI.5.2, RI.5.10) • Analyze Text Structure: Chronology (RI.5.1, RI.5.3) • Analyze Genre Features: Informational Text (RI.5.1, RI.5.3, R.I.5.5) • Analyze Genre Features: Persuasive Speech (RI.5.1, RI.5.3, RI.5.5) • Identify and Analyze Reasons and Evidence (RI.5.1, RI.5.2, RI.5.3, RI.5.8) • Compare and Contrast Informative and Persuasive Texts (RI.5.1, RI.5.2, RI.5.5, RI.5.8, RI.5.9)	• Short Vowels a, e, ea, i, o, u (RF.5.3a)	• Read on-level text with purpose and understanding (RF.5.4a) • Inflection/ Intonation—Volume • Inflection/ Intonation—Stress (RF.5.4b)
		Short Read 2	President Lyndon Johnson's Voting Rights Act Address	Informational Text: Speech	1030					
		Word Study Read 1	Susan B. Anthony	Informational Text: Biography	950					
	2	Extended Read 1	The Dred Scott Decision	Informational Text: Social Studies	890			• Identify Main Ideas and Key Details (RI.5.1, RI.5.2, RI.5.10) • Close Reading: Evaluate Author's Use of Language (RI.5.1, RI.5.3) • Close Reading: Compare and Contrast Informative Texts (RI.5.1, RI.5.3, RI.5.9)	• Long Vowels (RF.5.3a)	
		Word Study Read 2	Mrs. Stowe and the President	Literary Text: Historical Fiction	930					
	3	Extended Read 2	Thurgood Marshall's Liberty Medal Acceptance Speech	Informational Text: Speech	1060			• Identify Key Details and Main Idea (RI.5.1, RI.5.2, RI.5.10) • Analyze Graphic Features: Photos, Captions, and Footnotes (RI.5.1, RI.5.3, RI.5.7) • Close Reading: Identify Elements of Persuasive Text (RI.5.1, RI.5.3) • Close Reading: Use Text Evidence to Make Inferences (RI.5.1, RI.5.3) • Close Reading: Integrate Information from Multiple Texts on the Same Topic (RI.5.1, RI.5.3, RI.5.8, RI.5.9)	• r-Controlled Vowels er, ir, ur (er, ear, ere, ir, ur, ure) (RF.5.3a)	
		Word Study Read 3	The Presidential Medal of Freedom	Informational Text: Social Studies	930					

Writing	Speaking and Listening	Language: Conventions of English	Language: Vocabulary Acquisition	Language: English Language Development (ESL)
• Read and Analyze An Informative Prompt (W.5.4, W.5.5, W.5.8, W.5.9b) • Reread to Gather Text Evidence (W.5.4, W.5.5, W.5.8, W.5.9.b) • Plan an Informative Essay (W.5.2a, W.5.2b, W.5.2e, W.5.4, W.5.5, W.5.8, W.5.9b) • Draft an Informative Essay (W.5.2a, W.5.2b, W.5.2c, W.5.2d, W.5.2e, W.5.4, W.5.5, W.5.10) • Revise and Edit (W.5.2d, W.5.4, W.5.5, W.5.10)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.5.1, SL.5.2, SL.5.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.5.4, SL.5.5, SL.5.6) are addressed in the Connect Across Discipline Projects.	• Recognize Sentence Fragments and Run-Ons (L.5.1a)		<u>Grammar and Syntax</u> • Past and past perfect verb tense (1, 8) • Verbs and verb phrases (14) • Regular and irregular verbs (15) • Pronoun–antecedent agreement (5) <u>Text Structure</u> • Chronological (2) <u>Vocabulary</u> • Academic language (2) • Synonyms and antonyms (4) • Compound words (9) <u>Interact in Meaningful Ways</u> • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
• Read and Analyze a Narrative Prompt (W.5.4, W.5.5, W.5.8, W.5.9b) • Reread to Gather Text Evidence (W.5.4, W.5.5, W.5.8, W.5.9b) • Plan and Organize a First-Person Reflection (W.5.3a, W.5.3b, W.5.3e, W.5.4, W.5.5, W.5.8) • Draft a First-Person Reflection (W.5.3a, W.5.3b, W.5.3c, W.5.3d, W.5.3e, W.5.4, W.5.5, W.5.10) • Revise and Edit (W.5.3c, W.5.4, W.5.5, W.5.10)		• Recognize Shifts in Verb Tense and Identify Perfect Tense (L.5.1d) • Use Temporal Words and Phrases to Signal Event Order (L.5.1c)	• Use Context Clues to Define Domain-Specific Words (L.5.4a, L.5.4c) • Close Reading: Use Text Evidence to Draw Inferences (L.5.5c)	
• Read and Analyze an Opinion Prompt (W.5.4, W.5.5, W.5.8, W.5.9b) • Reread to Find Text Evidence (W.5.4, W.5.5, W.5.8, W.5.9b) • Plan an Opinion Text (W.5.1a, W.5.1b, W.5.1d, W.5.4, W.5.5, W.5.8) • Draft an Opinion Text (W.5.1a, W.5.1b, W.5.1c, W.5.1d, W.5.4, W.5.5, W.5.9b, W.5.10) • Revise and Edit (W.5.1a, W.5.4, W.5.5, W.5.10)		• Recognize Shifts in Verb Tense (L.5.1d) • Correct Shifts in Verb Tense (L.5.1d)		

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Grade 5 Skills and Strategies

Unit 2: Developing Characters' Relationships

Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading	Foundational		Writing	Speaking and Listening	Language		
								Literary and Informational Standards Focus	Word Study and Spelling	Fluency			Conventions of English	Vocabulary Acquisition	English Language Development (ESL)
2	1	Short Read 1	Becky Returns	Literary Text: Realistic	740			• Identify Key Events and Summarize (RL.5.1, RL.5.2, RL.5.10) • Compare and Contrast Two Characters in a Story (RL.5.1, RL.5.3) • Analyze How Multimedia Affects Meaning and Tone (RL.5.1, RL.5.7) • Identify and Analyze Dialect (RL.5.1) • Integrate Information from Two Texts to Understand Character (RL.5.1, RL.5.3, RL.5.5, RI.5.9)	• r-Controlled Vowels /ȃr/, /ȧr/, /ȯr/ (air, are; ar; or, our, ore) (RF.5.3a)	• Read on-level text with purpose and understanding (RF.5.4a) • Pausing: Short Pause • Prosody: Expression—Dramatic Expression (RF.5.4b)	• Read and Analyze an Informative Prompt (W.5.5, W.5.8, W.5.9a) • Reread to Find Text Evidence (W.5.4, W.5.5, W.5.8, W.5.9a) • Plan an Informative Essay (W.5.2a, W.5.2b, W.5.4, W.5.5) • Draft an Informative Essay (W.5.2a, W.5.2b, W.5.2e, W.5.4, W.5.5) • Revise and Edit (W.5.2e, W.5.4, W.5.5, W.5.10)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL5.1, SL.5.2, SL.5.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.5.4, SL.5.5, SL.5.6) are addressed in the Connect Across Discipline Projects.	• Using Commas for Introductory Phrases (L.5.2b)	• Use Context Clues to Define Vocabulary (L.5.4a, L.5.4c)	Conventions of English • Contractions (2, 13) Grammar and Syntax • Adverbials (1, 8) • Interjections (5) • Prepositional phrases (10) Vocabulary • Build vocabulary (4, 9) • Context clues (12) • Compound words (14) Interact in Meaningful Ways • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
		Word Study Read 1	City Kid, Country Kid	Literary Text: Character	850										
	2	Extended Read 1	Camp-Life	Literary Text: Realistic	910			• Identify Key Events and Summarize (RL.5.1, RL.5.2, RL.5.10) • Quote Accurately from a Text When Drawing Inferences (RL.5.1) • Close Reading: Use Text Evidence to Draw Inferences About Characters (RL.5.1, RL.5.3) • Close Reading: Use Dialect to Make Inferences About Mood (RL.5.1, RL.5.3) • Close Reading: Integrate Information from Several Texts to Analyze Character (RL.5.1, RL.5.3, RL.5.5, RL.5.9)	• Closed Syllable Pattern (RF.5.3a)		• Read and Analyze a Narrative Prompt (W.5.4, W.5.8, W.5.9a) • Reread to Gather Text Evidence (W.5.4, W.5.5, W.5.8, W.5.9a) • Plan a Fictional Narrative (W.5.3a, W.5.3b, W.5.3e, W.5.4, W.5.5) • Draft a Narrative Text: Dialogue (W.5.3d, W.5.4, W.5.10) • Revise and Edit (W.5.3a, W.5.3c, W.5.4, W.5.5, W.5.10)		• Use Commas (L.5.2b) • Include Interjections and Informal Speech (L.5.1a)		
		Word Study Read 2	All Together Now!	Literary Text: Realistic	870										
	3	Extended Read 2	Tom's Secret	Literary Text: Realistic	860			• Identify Key Events and Summarize (RL.5.1, RL.5.2, RL.5.10) • Analyze Multimedia (RL.5.1, RL.5.7) • Close Reading: Analyze How Visual Elements Contribute to Meaning and Mood (RL.5.1, RL.5.3, RL.5.7, W.5.10) • Close Reading: Draw Inferences from the Text (RL.5.1, RL.5.7) • Close Reading: Integrate Information from Several Texts to Define Character (RL.5.1, RL.5.3, RL.5.5, RI.5.9, W.5.1)	• Open Syllable Pattern (RF.5.3a)		• Read and Analyze an Opinion Prompt (W.5.4, W.5.8, W.5.9a) • Reread to Gather Text Evidence (W.5.4, W.5.5, W.5.8, W.5.9a) • Plan an Opinion Essay (W.5.1a, W.5.1b, W.5.4, W.5.5) • Draft an Opinion Essay (W.5.1a, W.5.1b, W.5.4, W.5.9a, W.5.10) • Revise and Edit (W.5.1, W.5.4, W.5.5, W.5.10)		• Use Commas to Set off Certain Elements (L.5.2b) • Expand, Combine, or Reduce Sentences (L.5.3a)		
		Word Study Read 3	Twain and Tom	Informational Text: Biography	860										

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Unit 3: Cultivating Natural Resources

Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading	Foundational		Writing	Speaking and Listening	Language		
								Literary and Informational Standards Focus	Word Study and Spelling	Fluency			Conventions of English	Vocabulary Acquisition	English Language Development (ESL)
3	1	Short Read 1	The Structure of a Corn Plant	Informational Text: Science	1040	5-ESS2-1 5-ESS3-1 5-PS3-1 5-LS1-1 5-LS2-1	5.1.1	• Identify Main Ideas and Key Details (RI.5.1, RI.5.2, RI.5.10) • Analyze Text Structure: Cause/Effect (RI.5.1, RI.5.3) • Identify Objective Point of View (RI.5.1, RI.5.6) • Identify Subjective Point of View (RI.5.1, RI.5.6, RI.5.8) • Analyze Graphic Features: Charts and Graphs (RI.5.1, RI.5.7) • Analyze Multiple Accounts of the Same Topic (RI.5.6, RI.5.8, RI.5.9)	• Vowel-r Syllable Pattern (RF.5.3a, L.5.2e)	• Read on-level text with purpose and understanding (RF.5.4a) • Inflection/ Intonation: Pitch • Prosody: Expression—Characterization/ Feelings (RF.5.4b)	• Analyze a Guiding Research Question (W.5.7, W.5.8, W.5.9b) • Evaluate Print Sources: Author and Copyright (W.5.7, W.5.8) • Evaluate Online Sources: Web Pages (W.5.6, W.5.7, W.5.8) • Use Key Words to Search for Relevant Sources (W.5.6, W.5.7, W.5.8) • Take Notes on Index Cards (W.5.7, W.5.8, W.5.10)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.5.1, SL.5.2, SL.5.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.5.4, SL.5.5, SL.5.6) are addressed in the Connect Across Discipline Projects.			<u>Grammar and Syntax</u> • Verb tense (1, 13) • Prepositional phrases (5) • Adverbs (15) <u>Text Structure</u> • Cause and effect (2) <u>Vocabulary</u> • Academic language (2) • Domain-specific vocabulary (14) • Context clues (4) • Multiple-meaning words (9) <u>Interact in Meaningful Ways</u> • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
		Word Study Read 1	Paul Bunyan and the Great Popcorn Blizzard	Literary Text: Tall Tale	890										
	2	Extended Read 1	A Short History of a Special Plant	Informational Text: Science	1040			• Identify Main Idea and Key Details (RI.5.1, RI.5.2, RI.5.10) • Close Reading: Analyze Cause and Effect Relationships (RI.5.1, RI.5.3) • Close Reading: Analyze Cause and Effect Relationships (RI.5.1, RI.5.3, RI.5.7) • Integrate Information from Several Texts (RI.5.1, RI.5.6, RI.5.9)	• Vowel Team Syllable Pattern (RF.5.3a)		• Analyze a Guiding Research Question (W.5.7, W.5.8, W.5.9b) • Evaluate Print Sources (W.5.7, W.5.8) • Evaluate Online Sources: Don't Take Information at Face Value (W.5.6, W.5.7, W.5.8) • Use Key Words to Search for Relevant Sources (W.5.6, W.5.7, W.5.8) • Take Notes on Index Cards (W.5.5, W.5.7, W.5.8, W.5.10)			• Use Context Clues to Define Domain-Specific Vocabulary (L.5.4a, L.5.4c)	
		Word Study Read 2	The Union of Corn and Bean	Literary Text: Folktale	850										
	3	Extended Read 2	The Science of Growing Food: "The Case for Keeping Corn Number 1" and "Did Farmers of the Past Know More Than We Do?"	Informational Text: Editorial	1110			• Identify Main Ideas and Key Details (RI.5.1, RI.5.2, RI.5.10) • Analyze Graphic Features: Line Graphs (RI.5.1, RI.5.7) • Close Reading: Analyze Reasons and Evidence (RI.5.1, RI.5.3, RI.5.8) • Close Reading: Use Text Evidence to Draw Inferences (RI.5.1, RI.5.3) • Close Reading: Integrate Information from Several Texts (RI.5.1, RI.5.3, RI.5.6, RI.5.9)	• Consonant-le Syllable Pattern (RF.5.3a)		• Analyze a Guiding Research Question (W.5.7, W.5.8) • Evaluate Print Sources (W.5.7, W.5.8) • Evaluate Online Sources (W.5.6, W.5.7, W.5.8) • Use Key Words to Search for Relevant Sources (W.5.6, W.5.7, W.5.8) • Take Notes on Index Cards (W.5.6, W.5.7, W.5.8, W.5.10)				
		Word Study Read 3	The World's Only Corn Palace	Informational Text: Science	890										

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Unit 4: Recognizing Author's Point of View														
Unit	**Week**	**Student Reads**	**Selection Title**	**Genre**	**Lexile**	**Next Generation Science Standards**	**CA-HSS Standards**	**Reading**	**Foundational**		**Writing**	**Speaking and Listening**	**Language**		
								Literary and Informational Standards Focus	**Word Study and Spelling**	**Fluency**			**Conventions of English**	**Vocabulary Acquisition**	**English Language Development (ESL)**
4	1	Short Read 1	I Hear America Singing and I, Too	Literary Text: Free Verse	NP		5.7.6 5.8.1 5.8.6	• Read and Respond to Poems (RL.5.1, RL.5.2, RL.5.7, RL.5.10) • Analyze Point of View (RL.5.1, RL.5.2, RL.5.6) • Identify Key Events and Summarize (RL.5.1, RL.5.2, RL.5.10) • Identify Genre Features: Historical Fiction (RL.5.1, RL.5.5) • Compare and Contrast Points of View (RL.5.1, RL.5.6, RL.5.9)	• Vowel-C-e Syllable Pattern (RF.5.3a)	• Read on-level text with purpose and understanding (RF.5.4a) • Rate: Speed/ Pacing—Varied • Prosody: Inflection/ Intonation—Stress (RF.5.4b) • Develop Fluency: Read with Characterization and Feeling (RF.5.4b, RF.5.4c)	• Engage the Reader with an Interesting Opening (W.5.4, W.5.5, W.5.8, W.5.9a) • Plan and Organize an Informative/Explanatory Text (W.5.4, W.5.5, W.5.8, W.5.9a) • Incorporating Supporting Quotations (W.5.2a, W.5.2b, W.5.2e, W.5.4, W.5.5, W.5.9a) • Draft an Informative/Explanatory Essay (W.5.2b, W.5.4, W.5.5, W.5.10) • Revise and Edit (W.5.2e, W.5.4, W.5.5, W.5.10)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.5.1, SL.5.2, SL.5.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.5.4, SL.5.5, SL.5.6) are addressed in the Connect Across Discipline Projects.	• Frequently Confused Words (L.4.1g)	• Use Reference Materials to Define General Academic Vocabulary (L.5.4c) • Analyze Figurative Language: Simile (L.5.5a)	Grammar and Syntax • Present participles (1) • Adverbials (2) • Conjunctions (8) • Irregular verbs (10) • Modal auxiliaries (13) Text Structure • Compare and contrast (5) Vocabulary • Multiple-meaning words (4, 14) • Academic language (5) • Homographs (9) • Word choice (12) Interact in Meaningful Ways • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
		Word Study Read 1	Annie's New Homeland	Literary Text: Historical Fiction	850										
	2	Extended Read 1	Justice in Eatonville	Literary Text: Historical Fiction	760			• Identify Key Events and Summarize (RL.5.1, RL.5.2, RL.5.10) • Close Reading: Analyze Point of View (RL.5.1, RL.5.6) • Compare and Contrast Point of View (RL.5.1, RL.5.6, RL.5.9)	• Homographs (RF.5.3a, L.5.5c)		• Use Concrete Words and Phrases to Convey Experiences (W.5.4, W.5.5, W.5.8, W.5.9a) • Plan and Organize a Journal Entry (W.5.8, W.5.9a) • Using Transition Words and Phrases (W.5.3c, W.5.4) • Drafting a Narrative: Set the Scene (W.5.3a, W.5.3d, W.5.4, W.5.5, W.5.9a) • Revise and Edit (W.5.3e, W.5.4, W.5.5, W.5.10)		• Use Prepositions (L.5.1a)	• Explain the Meaning of Idioms (L.5.5b) • Close Reading: Analyze Figurative Language (L.5.5a) • Revise and Edit (L.5.4c)	
		Word Study Read 2	Zora Neale Hurston	Informational Text: Biography	830										
	3	Extended Read 2	Asparagus	Literary Text: Historical Fiction	670			• Identify Key Events and Summarize (RL.5.1, RL.5.2, RL.5.10) • Close Reading: Draw Inferences from Text (RL.5.1) • Compare Points of View (RL.5.6, RL.5.9)	• Variant Vowels o͞o and o͝o (oo, ew, ould, ull) (RF.5.3a)		• Strong vs. Weak Opinion Statements (W.5.1a, W.5.4, W.5.8, W.5.9a) • Plan and Organize an Opinion Essay (W.5.1a, W.5.1c, W.5.4, W.5.5, W.5.8, W.5.9a) • Using Strong, Effective Language (W.5.1a, W.5.4, W.5.5) • Draft an Opinion Essay: Well-Developed Paragraph (W.5.1c, W.5.4, W.5.5) • Revise and Edit (W.5.1b, W.5.4, W.5.5, W.5.8, W.5.9a, W.5.10)		• Use of Commas (L.5.2a)	• Analyze Adages, Similes, and Idioms (L.5.5a, L.5.5b) • Using Strong, Effective Language (L.5.5)	
		Word Study Read 3	British English and Me	Literary Text: Humor	850										

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Unit 5: Technology's Impact on Society														
Unit	**Week**	**Student Reads**	**Selection Title**	**Genre**	**Lexile**	**Next Generation Science Standards**	**CA-HSS Standards**	**Reading**	**Foundational**		**Writing**	**Speaking and Listening**	**Language**		
								Literary and Informational Standards Focus	**Word Study and Spelling**	**Fluency**			**Conventions of English**	**Vocabulary Acquisition**	**English Language Development (ESL)**
5	1	Short Read 1	Technology and the Lowell Mill Girls	Informational Text: Social Studies Literary Text: Rhyming Verse	NP	3-5-ETS1-1 3-5-ETS1-2	5.4.6	• Read and Respond to Poems (RL.5.1, RL.5.2, RL.5.10) • Identify Genre Features: Poetry (RL.5.5) • Identify Main Ideas and Key Details (RI.5.1, RI.5.2, RI.5.10) • Analyze Text Structure: Problem/Solution (RI.5.1, RI.5.3, RI.5.5) • Analyze Graphic Features: Timelines (RI.5.1, RI.5.3, RI.5.7) • Integrating Information from Multiple Sources to Develop Understanding (RL.5.1, RI.5.1, RI.5.6, RI.5.9)	• Noun Suffixes: -ology (study of), -ant, -er, -or (one who), -ery (condition of) (RF.5.3a)	• Read on-level text with purpose and understanding (RF.5.4a) • Short Pauses (RF.5.4b) • Develop Fluency: Read with Dramatic Expression (RF.5.4b, RF.5.4c)	• Support the Text with Graphic Elements (W.5.5, W.5.6) • Plan and Organize an Informative Essay (W.5.2a, W.5.2b, W.5.4, W.5.5, W.5.8) • Use Domain-Specific Vocabulary (W.5.2b, W.5.2d) • Draft an Informative Essay (W.5.2e, W.5.4, W.5.5, W.5.10) • Revise and Edit (W.5.2e, W.5.4, W.5.5, W.5.10)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.5.1, SL.5.2, SL.5.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.5.4, SL.5.5, SL.5.6) are addressed in the Connect Across Discipline Projects.	• Vary Sentence Length (L.5.3a) • Use Correlative Conjunctions (L.5.1e)	• Use Reference Materials to Define Domain-Specific Vocabulary (L.5.4c)	<u>Grammar and Syntax</u> • Verb phrases (2) • Verb tense (8) • Adverbs (5) <u>Vocabulary</u> • Suffixes (4) • Build vocabulary (7) • Derivatives (9) • Context clues (13) • Homophones (14) • Greek and Latin roots (15) <u>Interact in Meaningful Ways</u> • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
		Word Study Read 1	Lucy Larcom's New England Girlhood	Informational Text: Social Studies	970										
	2	Extended Read 1	Poems of the Industrial Age	Literary Text: Narrative Verse	NP			• Identify Key Details and Main Ideas (RL.5.1, RL.5.2, RL.5.10) • Close Reading: Analyze a Poem's Structure (RL.5.1, RL.5.5) • Close Reading: Analyze a Poem's Structure (RL.5.1, RL.5.2, RL5.5) • Compare and Contrast Poems (RL.5.1, RL.5.2, RL.5.9)	• Latin Roots: spec (see), liter (letters), vent (come), struct (build) (RF.5.3a, L.5.4b)		• Narrative Tone (W.5.3a, W.5.3d, W.5.4, W.5.5) • Plan and Organize a Narrative (W.5.3b, W.5.3d) • Use Descriptive Details to Establish Setting (W.5.3a, W.5.3d, W.5.4, W.5.5) • Draft a Narrative Text: Conclusions (W.5.3e, W.5.4, W.5.5, W.5.6) • Revise and Edit (W.5.3d, W.5.4, W.5.5, W.5.10)		• Use Commas (L.5.2b)		
		Word Study Read 2	An Adventure to Remember	Literary Text: Historical Fiction	900										
	3	Extended Read 2	The Making of the Industrial Age	Informational Text: Social Studies	1010			• Identify Main Ideas and Key Details (RI.5.1, RI.5.2, RI.5.10) • Close Reading: Make Connections Within a Text (RI.5.1, RI.5.3) • Close Reading: Analyze Problem/Solution Text Structure (RI.5.1, RI.5.5) • Close Reading: Compare and Contrast Authors' Points of View (RL.5.1, RI.5.1, RI.5.6, RI.5.9)	• Homophones (RF.5.3a)		• Avoid First Person in Opinion Essays (W.5.1a, W.5.4, W.5.5) • Plan and Organize an Opinion Essay (W.5.1b, W.5.5, W.5.8) • Incorporating Evidence into the Text (W.5.1c, W.5.4, W.5.5) • Draft an Opinion Essay: Conclusion (W.5.1b, W.5.1d, W.5.4, W.5.5, W.5.10) • Revise and Edit (W.5.1d, W.5.4, W.5.5, W.5.10)		• Ensure Subject/Verb Agreement (L.5.1c) • Manage Verb Tenses (L.5.1d) • Comma Usage (L.5.2b)	• Use Context Clues to Define Domain-Specific Vocabulary (L.5.4a, L.5.4c)	
		Word Study Read 3	Samuel Morse: Inventor and Artist	Informational Text: Biography	950										

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Unit 6: Up Against the Wild

Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading: Literary and Informational Standards Focus	Foundational: Word Study and Spelling	Foundational: Fluency	Writing	Speaking and Listening	Language: Conventions of English	Language: Vocabulary Acquisition	Language: English Language Development (ESL)
6	1	Short Read 1	Androcles and the Lion	Literary Text: Fable	960	5-ESS1-2 5-ESS3-1		• Identify Key Events and Summarize (RL.5.1, RL.5.2, RL.5.10) • Analyze How Characters Respond to Challenges (RL.5.1, RL.5.2) • Determine Theme (RL.5.1, RL.5.2) • Identify Genre Features: Drama (RL.5.1, RL.5.5) • Compare and Contrast Two Stories with Similar Themes (RL.5.1, RL.5.2, RL.5.3, RL.5.9)	• Variant Vowel /ô/ (al, alk, all, au, aw) (RF.5.3a)	• Read on-level text with purpose and understanding (RF.5.4a) • Pausing: Short Pause (RF.5.4b) • Units of Meaning in Complex Sentences (RF.5.4c)	• Read and Analyze a Research Prompt (W.5.7, W.5.8, W.5.9b) • Use Keywords to Search for Relevant Sources (W.5.6, W.5.7, W.5.8, W.5.9b) • Take Notes: Paraphrase to Avoid Plagiarism (W.5.7, W.5.8, W.5.9b) • Take Notes: Use Direct Quotes to Avoid Plagiarism (W.5.7, W.5.8, W.5.9b) • Evaluate Your Research Findings (W.5.7, W.5.8, W.5.9b, W.5.10)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.5.1, SL.5.2, SL.5.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.5.4, SL.5.5, SL.5.6) are addressed in the Connect Across Discipline Projects.		• Use Context Clues to Define General Academic Vocabulary (L.5.4a)	Conventions of English • Quotation marks (15) Grammar and Syntax • Verb tense (1) • Adjectives (2, 8) • Adverbs (5, 8) • Conjunctions (10) Text Structure • Problem and Solution (7) Vocabulary • Suffixes (4, 9) • Word choice (12) • Sensory words (13) • Domain-specific vocabulary (14) Interact in Meaningful Ways • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
		Word Study Read 1	Sinbad and the Valley of Diamonds	Literary Text: Folktale	900										
	2	Extended Read 1	The Law of Club and Fang	Literary Text: Realistic	950			• Identify Key Events and Summarize (RL.5.1, RL.5.2, RL.5.10) • Close Reading: Analyze How Characters Respond to a Challenge (RL.5.1, RL.5.2, RL.5.3) • Close Reading: Analyze Story Events (RL.5.1, RL.5.2, RL.5.3) • Close Reading: Compare and Contrast Stories with Similar Themes (RL.5.1, RL.5.2, RL.5.9)	• Noun Suffixes: -tion, -ty, -sion, -ness, -ment (state of) (RF.5.3a)		• Read and Analyze a Research Prompt (W.5.7, W.5.8, W.5.9b) • Use Keywords to Search for Relevant Sources (W.5.7, W.5.8) • Take Notes: Paraphrase to Avoid Plagiarism (W.5.8) • Take Notes: Use Direct Quotes to Avoid Plagiarism (W.5.8) • Evaluate Your Research Findings (W.5.7, W.5.8, W.5.9b, W.5.10)			• Use Context Clues to Define Vocabulary (L.5.4a, L.5.4c)	
		Word Study Read 2	Gold Rush!	Literary Text: Historical Fiction	880										
	3	Extended Read 2	Julie Fights for Survival	Literary Text: Realistic	790			• Identify Key Details and Summarize (RL.5.1, RL.5.2, RL.5.10) • Close Reading: Analyze Story Details (RL.5.1, RL.5.2, RL.5.6, RL.5.7) • Close Reading: Analyze How a Character Responds to Challenges (RL.5.1, RL.5.2, RL.5.6, RL.5.7) • Comparing Texts with a Similar Theme (RL.5.1, RL.5.2, RL.5.9)	• Compound Words (RF.5.3a)		• Read and Analyze a Research Prompt (W.5.7, W.5.8, W.5.9b) • Use Keywords to Search for Relevant Sources (W.5.8) • Take Notes: Paraphrase to Avoid Plagiarism (W.5.8) • Take Notes: Use Direct Quotes to Avoid Plagiarism (W.5.8) • Evaluate Your Research Findings (W.5.7, W.5.8, W.5.10)			• Use Context Clues to Determine the Meaning of Multiple-Meaning Words (L.5.4a, L.5.4c)	
		Word Study Read 3	Survival in the Arctic	Informational Text: Science	820										

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Unit 7: Conflicts That Shaped a Nation

Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading	Foundational		Writing	Speaking and Listening	Language		
								Literary and Informational Standards Focus	Word Study and Spelling	Fluency			Conventions of English	Vocabulary Acquisition	English Language Development (ESL)
7	1	Short Read 1	Yankee Doodle Boy	Narrative Nonfiction: Diary	1100		5.3 5.6	• Identify Key Details and Determine Main Idea (RI.5.1, RI.5.2) • Analyze Primary Sources: Diaries (RI.5.1, RI.5.2, RI.5.3) • Analyze Primary Sources: Persuasive Letters and Speeches (RI.5.1) • Compare and Contrast Primary Sources (RI.5.1, RI.5.2, RI.5.5)	• Words with Final /əl/ and /ər/ (RF.5.3, RF.5.3a)		• Establish Formal Voice (W.5.5) • Plan and Organize an Informative/Explanatory Essay (W.5.2a, W.5.2b, W.5.2c, W.5.2d) • Use Precise Language (W.5.2d, W.5.4, W.5.5, W.5.8, W.5.9b) Draft a Compare/Contrast Essay (W.5.2, W.5.4, W.5.5, W.5.9b, W.5.10) • Revise and Edit (W.5.2a, W.5.4, W.5.5)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.5.1, SL.5.2, SL.5.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.5.4, SL.5.5, SL.5.6) are addressed in the Connect Across Discipline Projects.	• Expand, Combine, and Reduce Sentences (L.5.1e, L.5.3a) • Punctuate With Commas (L.5.2d) • Identify and Understand Dialect (L.5.3b)	• Use Reference Materials to Determine Word Meaning (L.5.4c)	<u>Grammar and Syntax</u> • Irregular verbs (5) • Conjunctions (10) • Adverbials (13) <u>Text Structure</u> • Sequence (2) <u>Vocabulary</u> • Academic vocabulary (2) • Domain-specific vocabulary (4, 14) • Word choice (7) • Similes (8) • Synonyms and Antonyms (9) <u>Interact in Meaningful Ways</u> • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
		Extended Read 1	The Nation at War	Informational Text: Social Studies	960			• Identify Main Idea and Key Details (RI.5.1, RI.5.2) • Analyze Evidence: Primary Sources (RI.5.1, RI.5.8) • Close Reading: Analyze Primary Sources (RI.5.1, RI.5.2) • Close Reading: Analyze Journal Entries (RI.5.1, RI.5.2, RI.5.5, RI.5.6)	• Prefixes re-, pre-, dis-, mis- (RF.5.3a)	• Read on-level text with purpose and understanding (RF.5.4a) • Rate: Speed /Pacing-Varied (RF.5.4b)	• Include and Refute an Opposing Opinion (W.5.4, W.5.8, W.5.9b) • Plan and Organize an Opinion Essay (W.5.1b, W.5.1c, W.5.4, W.5.5, W.5.8, W.5.9b) • Smooth Transitions (W.5.1a, W.5.5) • Draft an Opinion Essay (W.5.1c, W.5.4, W.5.5) • Revise and Edit (W.5.1b, W.5.4, W.5.5, W.5.8, W.5.9a, W.5.10)		• Use Verb Tenses to Convey Sequence, States, and Conditions (L.5.1c) • Correlative Conjunctions (L.5.1e)		
	2	Word Study Read 2	Two Letters from Boston, Massachusetts—1775	Narrative Nonfiction: Letters	840										
	3	Extended Read 2	The Youth in Battle	Literary Text: Historical Fiction	950			• Identify and Summarize Key Events (RL.5.1, RL.5.2) • Identify Genre Features: Realistic Fiction (RL.5.3, RL.5.5) • Close Reading: Compare and Contrast Primary Sources and Realistic Fiction (RL.5.1, RL.5.2, RI.5.5, RL.5.9)	• Silent Letters kn, wr, gh, gn, wh (RF.5.3a)		• Use Vivid Words and Details to Evoke Feelings (W.5.3d, W.5.4, W.5.8, W.5.9a) • Plan and Organize a Journal Entry (W.5.4, W.5.5, W.5.8, W.5.9a, W.5.9b) • Establish a Character's Voice (W.5.3a, W.5.3b, W.5.3c, W.5.4, W.5.5, W.5.9a, W.5.9b) • Draft a Journal Entry (W.5.3a, W.5.3b, W.5.3c, W.5.3d, W.5.3e, W.5.4) • Revise and Edit (W.5.4, W.5.5, W.5.10)		• Use of Comma to Set Off Words (L.5.2c)	• Analyze Register to Make Inferences in Realistic Fiction (L.5.5b) • Analyze Figurative Language (L.5.5a)	
		Word Study Read 3	Young Patriots	Informational Text: Social Studies	930										

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Unit 8: Water: Fact and Fiction														
Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading	Foundational		Writing	Speaking and Listening	Language		
								Literary and Informational Standards Focus	Word Study and Spelling	Fluency			Conventions of English	Vocabulary Acquisition	English Language Development (ESL)
8	1	Short Read 1	The Water Famine	Literary Text: Legend	810	5-ESS2-1 5-ESS2-2 5-ESS3-1		• Identify and Summarize Key Events (RL.5.10, RL.5.1, RL.5.2) • Identify Genre Features: Legends (RL.5.1, RL.5.2) • Identify Key Details and Determine Main Idea (RI.5.10, RI.5.2) • Identify Genre Features: Interviews (RI.5.3, RI.5.5) • Compare and Contrast a Myth and a Scientific Text (RI.5.5, RI.5.6, RI.5.7, RI.5.9)	• /ou/ and /oi/ (RF.5.3a)	• Read on-level text with purpose and understanding (RF.5.4a) • Prosody: Expression—Dramatic Expression • Prosody: Expression—Anticipation/Mood (RF.5.4b)	• Introduce the Unit 8 Research Project (W.5.5, W.5.7) • Pre-Search: Use Print Sources to Choose Research Topics (W.5.6, W.5.7, W.5.8) • Pre-Search: Use Online Sources to Choose Research Topics (W.5.6, W.5.7, W.5.8) • Evaluate Guiding Research Questions (W.5.7) • Categorize Information and Identify Possible Sources (W.5.7, W.5.8)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL5.1, SL.5.2, SL.5.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.5.4, SL.5.5, SL.5.6) are addressed in the Connect Across Discipline Projects.		• Interpret Figurative Language: Similes (L.5.5a) • Use Context Clues to Determine Meaning of Domain- Specific Vocabulary (L.5.4a)	<u>Text Structure</u> • Problem-Solution (5) • Sequence (8) • Cause and effect (12, 13) <u>Vocabulary</u> • Similes (2) • Suffixes (4, 9, 14) • Sensory Language (7) • Academic language (8, 13) <u>Interact in Meaningful Ways</u> • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
		Extended Read 1	The Pagoda on the Hill of the Imperial Springs	Literary Text: Legend	960			• Identify and Summarize Key Story Events (RF.5.4a, RL.5.10, RL.5.1, RL.5.2) • Compare and Contrast Genre Features: Legends (RL.5.1, RL.5.3, RL.5.9) • Close Reading: Analyze Character in a Legend (RL.5.1, RL.5.2) • Compare and Contrast Texts with Similar Topics (RL.5.1, RL.5.2, RL.5.9)	• Latin Roots: aud (hear), vis (see), form (shape), cede (go or yield) (RF.5.3a, L.5.4b)		• Note-Taking: Distinguish Important Versus Unimportant Information (W.5.7, W.5.8) • Distinguish Between Objective and Subjective Source Texts (W.5.7, W.5.8) • Paraphrase to Avoid Plagiarism (W.5.7, W.5.8) • Evaluate Your Research: Quality and Thoroughness (W.5.7, W.5.8) • Plan Your Informative Essay (W.5.2, W.5.4, W.5.5, W.5.9a)			• Analyze Figurative Language (L.5.5a)	
	2	Word Study Read 2	Why the Ocean Has Tides	Literary Text: Pourquoi Tale	890										
	3	Extended Read 2	Questions and Answers About the Oceans	Informational Text: Science	1000			• Identify Key Details and Determine Main Ideas (RI.5.1, RI.5.2, RI.5.10) • Identify Cause and Effect Text Structure (RI.5.3, RI.5.5, RI.5.8) • Close Reading: Draw Inferences from Text Evidence (RI.5.1, RI.5.3, RI.5.8) • Close Reading: Draw Inferences about Cause and Effect (RI.5.1, RI.5.3, RI.5.8) • Close Reading: Integrate Information from Several Texts on the Same Topic (RI.5.1, RI.5.5, RI.5.9)	• Adjective Suffixes: -y, -ent, -ive (inclined to); -ic (relating to); -ful (full of) (RF.5.3a)		• Write a Strong Introduction (W.5.2a, W.5.4) • Focus Sections Around Main Ideas (W.5.2a, W.5.4, W.5.5) • Incorporate Research by Quoting and Paraphrasing Sources (W.5.2b, W.5.4, W.5.5, W.5.8) • Provide a Strong Conclusion (W.5.2e, W.5.4) • Credit and List Your Sources (W.5.6, W.5.8, W.5.10)				
		Word Study Read 3	The Great Barrier Reef	Informational Text: Science	930										

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Unit 9: The Economic Development of Cities													
Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading	Foundational		Writing	Speaking and Listening	Language
								Literary and Informational Standards Focus	Word Study and Spelling	Fluency			Conventions of English / Vocabulary Acquisition / English Language Development (ESL)
9	1	Short Read 1	The Founding of Chicago	Informational Text: Social Studies	950		5.1.3 5.2.3 5.3.2 5.4.1 5.8	• Identify Key Details and Determine Main Idea (RI.5.1, RI.5.2, RI.5.3, RI.5.10) • Understand and Use Text Features: Headings (RI.5.7) • Analyze an Author's Evidence: Primary and Secondary Sources (RI.5.8) • Draw on Information from Multiple Print Sources (RI.5.3, RI.5.5, RI.5.7) • Compare and Contrast Information from Several Texts on the Same Topic (RI.5.5, RI.5.9)	• Irregular Past Tense Verbs (RF.5.3a)	• Read on-level text with purpose and understanding (RF.5.4a) • Intonation Inflection—Stress • Rate: Speed/Pacing—Varied (RF.5.4b)	• Introduce the Unit 9 Research Project (W.5.7, W.5.8) • Pre-Search: Use Print Sources to Choose Research Topics (W.5.5, W.5.7, W.5.8) • Pre-Search: Use Online Sources to Choose Research Topics (W.5.6, W.5.7, W.5.8) • Evaluate Guiding Research Questions (W.5.4, W.5.5, W.5.7) • Categorize Information and Identify Possible Sources (W.5.5, W.5.7, W.5.8)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.5.1, SL.5.2, SL.5.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.5.4, SL.5.5, SL.5.6) are addressed in the Connect Across Discipline Projects.	• Clarify the Meaning of Multiple-Meaning Words (L.5.4, L.5.4a, L.5.4c) Grammar and Syntax • Past tense verbs (1) • Noun phrases (2) • Irregular nouns • Prepositional phrases (13) Text Structure • Compare and contrast (7, 12) Vocabulary • Context clues (4) • Build vocabulary (9, 14) Interact in Meaningful Ways • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
	2	Extended Read 1	The Great Migration and the Growth of Cities	Informational Text: Social Studies	1050			• Identify Key Details and Determine Main Ideas (RI.5.1, RI.5.2) • Close Reading: Analyze Author's Use of Primary and Secondary Sources (RI.5.1, RI.5.3, RI.5.8) • Close Reading: Analyze Author's Use of Evidence and Text Headings (RI.5.1, RI.5.3, RI.5.7, RI.5.8) • Close Reading: Compare and Contrast Information from Several Texts on the Same Topic (RI.5.1, RI.5.5, RI.5.9)	• Inflectional Endings with Spelling Changes (-ed, -ing) (RF.5.3a)		• Paraphrase to Avoid Plagiarism (W.5.4, W.5.7, W.5.8, W.5.9, W.5.9b, W.5.10) • Take Notes: Use Direct Quotations to Avoid Plagiarism (W.5.7, W.5.8, W.5.9, W.5.9b) • Evaluate Research (W.5.7, W.5.8, W.5.9) • Plan Your Narrative Point of View (W.5.3a) • Plan Your Journal Entry (W.5.3a, W.5.4, W.5.5)		• Use Context Clues to Define Domain-Specific Vocabulary (L.5.4a, L.5.4c)
		Word Study Read 2	The Glassblower's Daughter	Literary Text: Realistic	930								
	3	Extended Read 2	Old Cities Revitalize	Informational Text: Social Studies	950			• Identify Main Ideas and Key Details (RI.5.1, RI.5.2, RI.5.10) • Compare/Contrast information in a Text (RI.5.3, RI.5.5) • Close Reading: Analyze Author's Use of Primary and Secondary Sources (RI.5.1, RI.5.3, RI.5.7, RI.5.8) • Close Reading: Analyze Author's Use of Text Headings (RI.5.1, RI.5.2, RI.5.3, RI.5.7, RI.5.8, RI.5.10) • Compare and Contrast Information from Several Texts on the Same Topic (RI.5.5, RI.5.9)	• Prefixes that Describe Where: pro- (in front of); em-, en- (in); per- (through); im- (into) (RF.5.3a)		• Establish a Situation and Introduce a Narrator (W.5.3a, W.5.4) • Organize an Event Sequence (W.5.3a, W.5.4) • Use Research to Develop Experiences and Events (W.5.3b, W.5.4, W.5.5, W.5.8, W.5.9b) • Use Precise Words and Phrases to Manage Event Sequence and Describe Experiences (W.5.3c, W.5.3d, W.5.4, W.5.9b) • Provide a Strong Conclusion (W.5.3e, W.5.6, W.5.10)		
		Word Study Read 3	Out of Disaster	Informational Text: Social Studies	970								

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Unit 10: Transforming Matter

Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading: Literary and Informational Standards Focus	Foundational: Word Study and Spelling	Foundational: Fluency	Writing	Speaking and Listening	Language: Conventions of English	Language: Vocabulary Acquisition	Language: English Language Development (ESL)
10	1	Short Read 1	John Dalton: The Father of the Atomic Theory	Informational Text: Science	880	5-PS1-1 5-PS1-2 5-PS1-3 5-PS1-4		• Identify Key Details and Determine Main Ideas (RI.5.1, RI.5.2) • Identify Genre Features: Biography (RI.5.3) • Interpret Graphic Features: Charts and Illustrations (RI.5.7, RI.5.8) • Interpret Graphic Features: Scientific Diagrams (RI.5.7, RI.5.8) • Explain the Relationship Between Individuals, Concepts, and Events in a Text (RI.5.1, RI.5.3) • Integrate Information from Several Texts on the Same Topic (RI.5.1, RI.5.5, RI.5.9)	• Plurals: Spelling Changes/ Irregulars (RF.5.3a, L.5.2)	• Read on-level text with purpose and understanding (RF.5.4a) • Read with Inflection/ Intonation—Pitch • Expression—Anticipation/Mood (RF.5.4b)	• Introduce the Unit 10 Research Project (W.5.7) • Pre-Search: Use Print Sources to Identify Research Topics (W.5.7, W.5.8) • Pre-Search: Use Online Sources to Choose Research Topics (W.5.7, W.5.8) • Formulate and Evaluate Guiding Research Questions (W.5.7, W.5.8) • Develop an Opinion Statement (W.5.1a, W.5.10)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.5.1, SL.5.2, SL.5.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.5.4, SL.5.5, SL.5.6) are addressed in the Connect Across Discipline Projects.			Grammar and Syntax • Prepositional phrases (1) • Conjunctions (2) • Present and future tense verbs (5) • Present and past tense verbs (8) • Relative clauses (13) Text Structure • Compare and contrast (7) Vocabulary • Word choice (4) • Domain-specific vocabulary (9) • Derivatives (14) Interact in Meaningful Ways • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
		Extended Read 1	Investigate: Changes in Matter	Informational Text: Science	800			• Identify Key Details and Determine Main Ideas (RI.5.1, RI.5.2) • Close Reading: Analyze Diagrams (RI.5.1, RI.5.3) • Close Reading: Explain Connections Between Concepts (RI.5.1, RI.5.3, RI.5.7) • Integrate Information from Several Texts on the Same Topic (RI.5.1, RI.5.3, RI.5.9)	• Science Roots: sep, mech, cycle, phys, chem (RF.5.3a)		• Research to Support Reasons with Evidence (W.5.4, W.5.7, W.5.8) • Research to Refute an Opposing Opinion (W.5.5, W.5.7, W.5.8) • Evaluate Your Research (W.5.5, W.5.7, W.5.8) • Revise or Finalize Your Opinion (W.5.5, W.5.7, W.5.8) • Plan Your Opinion Essay (W.5.1, W.5.5)			• Use Context Clues to Define Domain-Specific Words (L.5.4a, L.5.4c)	
	2	Word Study Read 2	My Dad, The Street Chef	Literary Text: Narrative Nonfiction	1030										
	3	Extended Read 2	Marie M. Daly, Biochemistry Pioneer	Informational Text: Biography	1030			• Identify Key Details and Main Ideas (RI.5.1, RI.5.2, RI.5.10) • Analyze Graphic Features: Cartoons (RI.5.8) • Close Reading: Analyze Illustrations (RI.5.1, RI.5.3, RI.5.8) • Draw Inferences from Text (RI.5.1, RI.5.3, RI.5.8) • Integrate Information from Several Texts on the Same Topic (RI.5.1, RI.5.7, RI.5.9)	• Prefixes: re- (again); bio- (life); im- (inwards); micro- (small) (RF.5.3a, L.5.4b)		• State Your Opinion and Reasons Clearly (W.5.1a, W.5.4, W.5.5) • Present Evidence for Each Reason (W.4.9b, W.5.1b, W.5.4) • Link Your Reasons Back to Your Opinion (W.4.9b, W.5.1c, W.5.4) • Refute Opposing Opinions (W.4.9b, W.5.1b, W.5.4) • Restate Your Opinion and Reasons (W.5.1d, W.5.4, W.5.6, W.5.10)				
		Word Study Read 3	What Makes It Pop?	Informational Text: Science	910										

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Unit 1: Beyond Democracy													
Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading	Foundational		Writing	Speaking and Listening	Language
								Literary and Informational Standards Focus	Word Study and Spelling	Fluency			Conventions of English / Vocabulary Acquisition / English Language Development (ESL)
1	1	Short Read 1	Aristotle and Democracy	Informational Text: Social Studies	940		6.4.2 6.4.3	• Identify Main Ideas and Key Details (RI.6.2, RI.6.10) • Analyze the Development of Ideas and Draw Conclusions (RI.6.1, RI.6.3) • Identify Central Ideas and Key Details (RI.6.2, RI.6.10) • Determine Point of View (RI.6.6) • Compare Views of Democracy (RI.6.1, RI.6.7)	• Short Vowels (a, e, ea, i, o, u, y) (RF.5.3a, L.6.2b, L.6.4a)	• Read on-level text with purpose and understanding (RF.6.4a) • Expression: Anticipation/ Mood • Expression: Characterization/ Feelings (RF.6.4b)	• Read and Analyze a Narrative Prompt (W.6.5, W6.9b) • Reread to Gather Text Evidence (W.6.5, W.6.8, W.6.9b) • Plan a Journal Entry (W.6.5, W.6.9b) • Draft a Journal Entry: Elements of Narrative Writing (W.6.3a, W.6.3b, W.6.3c, W.6.3d, W.6.3e, W.6.4, W.6.5, W.6.10) • Revise and Edit (W.6.3d, W.6.4, W.6.5, W.6.10)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.6.1, SL.6.2, SL.6.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.6.4, SL.6.5, SL.6.6) are addressed in the Connect Across Discipline Projects.	• Subject-Verb Agreement and Pronouns (L.6.1c) • Run-Ons and Fragments (L.6.1e) • Formal Style (L.6.3b) • Review Shifts in Pronoun Number and Person (L.6.1c) • Establish and Maintain a Formal Style (L.6.3b)	• Determine the Meaning of Domain-Specific Vocabulary as Used in a Text (L.6.4a, L.6.4c) • Determine the Meaning of Figurative Language (L.6.4a, L.6.5a) • Close Reading: Determine the Meaning of Figurative Language to Analyze Point of View (L.6.4a, L.6.5a) • Close Reading: Determine the Meaning of Domain-Specific Words (RI.6.4, L.6.4a, L.6.4.d)	Grammar and Syntax • Abstract nouns (2) • Pronoun–antecedent agreement (5) • Adjectives (10) • Conjunctions (11) • Prepositional phrases (12) • Noun-verb agreement (13) Text Structure • Sequence (3) • Chronological (6) Vocabulary • Compound words (1) • Academic language (3, 6) • Suffixes (4, 14) • Prefixes (14 • Homophones (8) • Synonyms and antonyms (9) Interact in Meaningful Ways • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
	2	Extended Read 1	Queen Elizabeth I of England	Informational Text: Biography	950			• Identify Key Details and Summarize (RI.6.2, RI.6.10) • Cite Text Evidence to Support Inferences and Analysis (RI.6.2) • Close Reading: Determine and Analyze Author's Point of View (RI.6.1, RI.6.2, RI.6.6, RI.6.10) • Integrate Information from Multiple Texts (RI.6.1, RI.6.7)	• Long Vowels (ā: a, ai, a-e, ay, ea, ei, eight; ā: e, e-e, ee, ea, y, ey, ie; ā: i, i-e, ight, y, ie; ā; o, oe, oa, ow, oe; ā:u, u-e, ew) (RF.5.3a, L.6.2a, L.6.2b)		• Read and Analyze an Informative/Explanatory Prompt (W.6.5, W.6.9b) • Reread to Gather Text Evidence (W.6.5, W.6.8, W.6.9b) • Plan a Problem/Solution Essay: Organize Ideas (W.6.5, W.6.8, W.6.9b) • Draft a Problem/Solution Essay (W.6.2a, W.6.2b, W.6.2c, W.6.2d, W.6.2e, W.6.4, W.6.5, W.6.9b, W.6.10) • Revise and Edit (W.6.2e, W.6.4, W.6.5, W.6.10)			
		Word Study Read 2	The Commonwealth	Informational Text: Social Studies	920								
	3	Extended Read 2	Queen Elizabeth II of England	Informational Text: Biography	1040			• Identify Central Ideas and Key Details (RI.6.2, RI.6.10) • Identify Genre Features: Biography (RI.6.1, RI.6.5a, RI.6.10) • Close Reading: Analyze the Development of Ideas and Draw Conclusions (RI.6.1, RI.6.3) • Integrate Information from Two Texts (RI.6.1, RI.6.7, W.6.10)	• Closed Syllable Pattern (RF.5.3a, L.6.2b, L.6.4a)		• Read and Analyze an Argument Prompt (W.6.5, W.6.9b) • Reread to Develop Claim(s) Using Text Evidence (W.6.5, W6.8, W.6.9a) • Plan an Argument Essay (W.6.1, W.6.4, W.6.5, W6.8, W.6.9b) • Draft an Argument Essay (W.6.1a, W.6.1b, W.6.1c, W.6.1d, W.6.1e, W.6.4, W.6.5, W6.9b) • Revise and Edit (W.6.1d, W.6.4, W.6.5, W.6.10)			
		Word Study Read 3	The United Nations	Informational Text: Social Studies	940								

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Unit 2: Characters at Crossroads														
Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading	Foundational		Writing	Speaking and Listening	Language		
								Literary and Informational Standards Focus	Word Study and Spelling	Fluency			Conventions of English	Vocabulary Acquisition	English Language Development (ESL)
2	1	Short Read 1	In Hiding	Literary Text: Monologue (Play)	1000		6.4.4	• Determine Central Idea and Key Details (RL.6.2, RI.6.10) • Analyze the Structure of a Scene (RL.6.5) • Analyze How an Author Develops Point of View (RL.6.1, RL.6.6) • Identify Key Events and Summarize (RL.6.2, RI.6.10) • Analyze a Character's Response to Plot Events (RL.6.1, RL.6.3) • Compare and Contrast Text in Different Formats (RL.6.9)	• Open Syllables (RF.5.3a, L.6.2b, L.6.4a)	• Read on-level text with purpose and understanding (RF.6.4a) • Inflection/ Intonation: Stress • Expression: Dramatic Expression (RF.6.4b)	• Read and Analyze a Narrative Prompt (W.6.5, W.6.9a) • Reread to Gather Text Evidence (W.6.5, W.6.8, W.6.9a) • Plan a Monologue (W.6.5, W.6.8, W.6.9a) • Draft a Monologue: Engage and Orient the Reader (W.6.3a, W.6.4, W.6.5, W.6.9a, W.6.10) • Revise and Edit (W.6.3d, W.6.4, W.6.5, W.6.10)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.6.1, SL.6.2, SL.6.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.6.4, SL.6.5, SL.6.6) are addressed in the Connect Across Discipline Projects.	• Use Punctuation for Effect (L.4.3b)	• Analyze Language: Connotations and Word Nuance (L.6.4a, L.6.5c)	Grammar and Syntax • Abstract verbs (1) • Verb tenses (4, 14, 15) • Pronouns (2) • Adjectives (11) Vocabulary • Connotations (5) • Dialect (8) • Context clues (9) • Linking words (13) Interact in Meaningful Ways • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
		Word Study Read 1	The White Mouse	Informational Text: Biography	950										
	2	Extended Read 1	Cassie's Fight	Literary Text: Historical Fiction	910			• Identify Key Events and Summarize (RL.6.2, RL.6.10) • Close Reading: Analyze How a Sentence Contributes to the Development of the Plot (RL.6.1, RL.6.5) • Close Reading: Analyze How the Author Develops Point of View (RL.6.1, RL.6.6) • Compare and Contrast Texts in Different Formats (RL.6.9)	• r-Controlled Vowels /ȧr/, /ar/, /ôr/ (air, are, ear; ar, ear; or, our, ore) (RF.5.3a, L.6.2b, L.6.4a)		• Read and Analyze an Informative/Explanatory Prompt (W.6.5, W.6.9a) • Reread to Gather Text Evidence (W.6.2b, W.6.5, W.6.8, W.6.9b) • Plan a Summary Text: Organize Ideas (W.6.5, W.6.8, W.6.9a) • Draft an Informative Essay (W.6.2a, W.6.2b, W.6.2c, W.6.2d, W.6.2e, W.6.2f, W.6.4, W.6.5, W.6.9a, W.6.10) • Revise and Edit (W.6.2e, W.6.4, W.6.5, W.6.10)		• Recognize and Correct Inappropriate Shifts in Verb Tense (L.5.1d) • Vary Sentence Patterns (L.6.3a)	• Analyze Use of Dialect (L.6.5, L.6.5a)	
		Word Study Read 2	Mary McCleod Bethune	Informational Text: Social Studies	990										
	3	Extended Read 2	Mafatu's Journey	Literary Text: Legend	930			• Identify Key Events and Summarize (RL.6.2, RL.6.10) • Determine Theme and Summarize (RL.6.2, RL.6.10) • Find Text Evidence to Make Inferences (RL.6.1) • Close Reading: Analyze Point of View (RL.6.1, RL.6.6) • Comparing Theme (RL.6.1, RL.6.9, RL.6.3)	• r-Controlled Vowels er, ir, ur (er, ear, ere, ir, ur, ure) (RF.5.3a, L.6.2b, L.6.4a)		• Read and Analyze an Argument Prompt (W.6.5, W.6.9a) • Reread to Find Text Evidence (W.6.5, W.6.8, W.6.9a) • Plan an Argument Essay (W.6.1a, W.6.5, W.6.8, W.6.9b) • Draft an Argument Essay: Well-Developed Paragraphs (W.6.1a, W.6.4, W.6.5, W.6.9b, W.6.10) • Revise: Combining Sentences (W.6.1, W.6.4, W.6.5, W.6.10)		• Recognize and Correct Inappropriate Shifts in Verb Tense (L.5.1d) • Vary Sentence Patterns (L.6.3a)	• Close Reading: Analyze Word Choice and How it Reveals a Character's Feelings (L.6.4a, L.6.5c)	
		Word Study Read 3	Hiking Grandfather Mountain	Literary Text: Realistic	940										

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Unit 3: Relationships in Nature

Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading: Literary and Informational Standards Focus	Foundational: Word Study and Spelling	Foundational: Fluency
3	1	Short Read 1	Rachel Carson: A Clear Vision	Informational Text: Science	1130	MS-ESS3-3 MS-ETS1-1 MS-ESS3-4 MS-LS2-1 MS-LS2-4		• Identify Key Details and Summarize (RI.6.2, RI.6.3, RI.6.10) • Determine Author's Point of View (RI.6.6) • Analyze a Key Event (RI.6.3) • Analyze the Structure of a Text (RI.6.5a) • Integrate Information and Draw Conclusions (RI.6.1, RI.6.7)	• Vowel-r Syllable Pattern (RF.5.3a, L.6.2b, L.6.4a)	• Read on-level text with purpose and understanding (RF.6.4a) • Read with Phrasing for Complex Sentences • Read with Anticipation/ Mood (RF.6.4b)
		Short Read 2	Stewards of the Land: Teddy Roosevelt and John Muir	Informational Text: Science	1120					
		Word Study Read 1	John Hay: Cape Cod Naturalist	Informational Text: Science	1000					
	2	Extended Read 1	Teddy Roosevelt and Nature	Narrative Nonfiction: Autobiography	1010			• Identify the Central Idea and Key Details (RI.6.2, RI.6.10) • Identify Genre Features: Autobiography (RI.6.5a, RI.6.10) • Analyze Key Events (RI.6.3) • Compare Authors' Presentations of Events (RI.6.9)	• Vowel-Consonant-e Syllable Pattern (RF.5.3a, L.6.2b, L.6.4a)	
		Word Study Read 2	Biosphere 2	Informational Text: Science	930					
	3	Extended Read 2	John Muir and Nature	Narrative Nonfiction: Autobiography	1080			• Identify Key Details and Central Ideas (RI.6.2, RI.6.10) • Summarize Details and Central Idea (RI.6.2, RI.6.10) • Close Reading: Analyze the Structure of a Text (RI.6.2, RI.6.5a) • Compare Authors' Presentation and Point of View (RI.6.6, RI.6.9)	• Long o (VCe, oa, ow, oe, o) and Short o (RF.5.3a, L.6.2b, L.6.4a)	
		Word Study Read 3	Mountain Crossing	Literary Text: Realistic	930					

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Writing	Speaking and Listening	Language: Conventions of English	Language: Vocabulary Acquisition	Language: English Language Development (ESL)
• Analyze a Guided Reading Question (W.6.7, W.6.8) • Evaluate Print Sources: Author's Purpose and Point of View (W.6.7, W.6.8) • Evaluate Online Sources: Identify Website Bias (W.6.6, W.6.7, W.6.8) • Use Key Words to Search for Relevant Sources (W.6.6, W.6.7, W.6.8) • Take Notes on Index Cards: Paraphrasing Research (W.6.6, W.6.7, W.6.8)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.6.1, SL.6.2, SL.6.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.6.4, SL.6.5, SL.6.6) are addressed in the Connect Across Discipline Projects.		• Analyze Figurative Language (L.6.4a, L.6.5a)	Grammar and Syntax • Conjunctions (10) • Pronoun-antecedent agreement (11) • Past tense verbs (14) Text Structure • Sequence of events (3) Vocabulary • Connecting words (1, 5) • Domain-specific vocabulary (2) • Academic language (3) • Prefixes and suffixes (4) • Descriptive language (7) • Figurative language (8) • Greek and Latin roots (9) • Denotation and connotation (13) Interact in Meaningful Ways • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
• Analyze Guided Research Questions (W.6.8) • Evaluate Print Sources (W.6.7, W.6.8) • Evaluate Online Resources: Don't Take Information at Face Value (RI.6.1, RI.6.4) • Use Key Words to Search for Relevant Sources (W.6.6, W.6.7, W.6.8) • Take Notes on Index Cards: Direct Quotations (W.6.5, W.6.7, W.6.8)			• Close Reading: Interpret Figurative Language (L.6.4a, L.6.5a)	
• Analyze Guided Research Questions (W.6.7) • Evaluate Print Resources (W.6.7, W.6.8) • Evaluate Online Sources (W.6.6, W.6.7, W.6.8) • Use Key Words to Search for Relevant Sources (W.6.6, W.6.7, W.6.8) • Take Notes on Index Cards from Multimedia Sources (W.6.6, W.6.7, W.6.8)			• Distinguish Word Connotations and Denotations (L.6.4d, L.6.5c) • Close Reading: Interpret Figurative Language (L.6.4a, L.6.5a)	

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Unit 4: The Reader's Perspective														
Unit	**Week**	**Student Reads**	**Selection Title**	**Genre**	**Lexile**	**Next Generation Science Standards**	**CA-HSS Standards**	**Reading**	**Foundational**		**Writing**	**Speaking and Listening**	**Language**		
								Literary and Informational Standards Focus	**Word Study and Spelling**	**Fluency**			**Conventions of English**	**Vocabulary Acquisition**	**English Language Development (ESL)**
4	1	Short Read 1	The Road Not Taken; The Road	Literary Text: Lyric Poem	NP	MS-ESS3-3	6.4.3	• Read and Respond to Poetry (RL.6.2, RL.6.10) • Draw Conclusions About a Poem's Central Message (RL.6.1, RL.6.3) • Determine Author's Point of View (RL.6.1, RL.6.6) • Analyze a Poem's Structure (RL.6.1, RL.6.3, RL.6.5) • Read and Respond to Poetry (RL.6.10, RL.6.2) • Compare and Contrast Themes in Poems (RL.6.2, RL.6.9)	• Adjective Suffixes (RF.5.3a, L.6.2b, L.6.4a)	• Read on-level text with purpose and understanding (RF.6.4a) • Read with Inflection to Stress Certain Words • Rate: Speed/Pacing—Slow (RF.6.4b)	• What is a Thesis Statement? (W.6.2a, W.6.5, W.6.9a) • Plan and Organize a Compare/Contrast Essay (W.6.2a, W.6.4, W.6.5, W.6.9a) • Use Words to Clarify Relationships (W.6.1c, W.6.5, W.6.9a) • Draft a Compare/Contrast Essay: Strong Introductions (W.6.2a, W.6.4, W.6.5, W.6.10) • Revise and Edit (W.6.2a, W.6.2b, W.6.2c, W.6.2d, W.6.2e, W.6.4, W.6.5, W.6.10)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.6.1, SL.6.2, SL.6.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.6.4, SL.6.5, SL.6.6) are addressed in the Connect Across Discipline Projects.		• Interpret Figurative Language (Metaphors) (L.6.4a, L.6.5a) • Draft a Compare/Contrast Essay: Strong Introductions (L.6.4a)	<u>Grammar and Syntax</u> • Verb tense (1) • Noun–verb agreement (3) • Adjectives (5, 14) • Conjunctions (11) <u>Vocabulary</u> • Figurative language (2) • Suffixes (4, 9, 14) • Metaphors and similes (8) • Idioms (10) • Word choice (12) <u>Interact in Meaningful Ways</u> • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
		Word Study Read 1	The Family Next Door	Literary Text: Historical Fiction	900										
	2	Extended Read 1	Going West	Literary Text: Historical Fiction	1250			• Determine Key Events and Summarize (RL.6.1, RL.6.2, RL.6.10) • Identify Genre Features: Historical Fiction (RL.6.5, RL.6.9) • Close Reading: Use Text Evidence to Draw Inferences (RL.6.1, RL.6.3) • Compare and Contrast Themes in a Poem and a Story (RL.6.1, RL.6.9)	• Consonant-le Syllable Pattern (RF.5.3a, L.6.2b, L.6.4a)		• Establishing Character's Voice (W.6.5, W.6.9a) • Plan and Organize a Narrative Scene (W.6.5, W.6.9a) • Understand Word Connotations (W.6.5) • Draft a Narrative Scene: Dialogue (W.6.3b, W.6.4, W.6.5, W.6.10) • Revise and Edit (W.6.3d, W.6.4, W.6.5, W.6.10)		• Use Punctuation to Separate Nonrestrictive Elements (L.6.2a)	• Close Reading: Analyze Figurative Language and the Development of Plot (L.6.5a) • Understand Word Connotations (L.6.5c)	
		Word Study Read 2	The Riverview Talent Show	Literary Text: Realistic	980										
	3	Extended Read 2	The Letter	Literary Text: Realistic	1030			• Determine Key Events and Summarize (RL.6.2, RL.6.10) • Analyze Word Choice and Tone (RL.6.2, RL.6.4, RL.6.5) • Close Reading: Analyze Text Structure and Theme (RL.6.2, RL.6.5) • Close Reading: Draw Inferences About Point of View (RL.6.1, RL.6.6) • Close Reading: Compare the Approach to a Theme in Two Stories (RL.6.5, RL.6.9)	• Variant Vowel /ô/ (au, al, aw, alt, alk, all, ough) (RF.5.3a, L.6.2b, L.6.4a)		• Strong Vs. Weak Argument Statements (W.6.1a, W.6.5, W.6.9a) • Plan and Organize a Literary Analysis (W.6.4, W.6.5, W.6.9a) • Paraphrasing Text Evidence and Supporting Details (W.6.1b, W.6.5, W.6.9a) • Draft the Argument Essay: Strong Introductions (W.6.1b, W.6.1c, W.6.4, W.6.5, W.6.10) • Revise and Edit (W.6.1a, W.6.1b, W.6.1c, W.6.1d, W.6.1e, W.6.4, W.6.5, W.6.10)		• Restrictive and Nonrestrictive Clauses (L.6.2a) • Maintain a Formal Style and Tone (L.6.3b)		
		Word Study Read 3	A Day in the Life of a Migrant Worker	Literary Text: Realistic	1000										

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Unit 5: Technology in the 21st Century													
Unit	**Week**	**Student Reads**	**Selection Title**	**Genre**	**Lexile**	**Next Generation Science Standards**	**CA-HSS Standards**	**Reading**	**Foundational**		**Writing**	**Speaking and Listening**	**Language**		
								Literary and Informational Standards Focus	**Word Study and Spelling**	**Fluency**			**Conventions of English**	**Vocabulary Acquisition**	**English Language Development (ESL)**
5	1	Short Read 1	Robot Cops	Informational Text: Science	1120	MS-ETS1-1 MS-ESS3-2 MS-ESS3-3 MS-ETS1-1 MS-ESS2-4 MS-LS2-1 MS-LS2-3 MS-LS2-4	6.2	• Identify Key Details and Answer Text Dependent Questions (RI.6.1, RI.6.2, RI.6.10) • Analyze How a Key Idea is Introduced and Elaborated (RI.6.3) • Identify Key Ideas and Summarize (RI.6.2, RI.6.10) • Determine Author's Purpose (RI.6.6) • Trace and Evaluate an Author's Argument (RI.6.1) • Integrate Information from Two Texts (RI.6.9)	• Adjective Suffixes: -ous, -ive, -able, -ial, -al, -less (RF.5.3a, L.6.2b, L.6.4a)	• Read on-level text with purpose and understanding (RF.6.4a) • Expression–Characterization/ Feelings • Inflection/ Intonation: Volume (RF.6.4b)	• Establish a Story's Tone (W.6.5, W.6.9b) • Plan and Organize a First-Person Narrative (W.6.5, W.6.9b) • Use Sentence Structure for Effect (W.6.2b, W.6.5, W.6.9b) • Draft a First-Person Narrative: Resolving a Story (W.6.2b, W.6.4, W.6.5, W. 6.10) • Revise and Edit (W.6.3c, W.6.4, W.6.5, W.6.10)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.6.1, SL.6.2, SL.6.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.6.4, SL.6.5, SL.6.6) are addressed in the Connect Across Discipline Projects.	• Intensive Pronouns (L.6.1d)	• Determine the Meaning of Domain-Specific Words (L.6.4a, L.6.4c, L.6.4d)	<u>Grammar and Syntax</u> • Adjectives (1, 5) • Adverbs (5) <u>Text Structure</u> • Problem and solution (2) • Sequence (13) <u>Vocabulary</u> • Academic language (2, 13) • Suffixes (4, 5, 15) • Word choice (6, 11) • Greek and Latin roots (8, 9) • Context clues (14) <u>Interact in Meaningful Ways</u> • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
		Short Read 2	Robots in the Workplace	Informational Text: Social Studies	1170										
		Word Study Read 1	Partners	Literary Text: Science Fiction	950										
	2	Extended Read 1	Probing the Ocean Deep	Informational Text: Science	1170			• Identify Key Details and Determine Central Ideas (RI.6.2, RI.6.10) • Determine Central Idea and Summarize (RI.6.2, RI.6.10) • Interpret and Integrate Graphic Features (RI.6.7) • Analyze How a Key Idea is Introduced and Elaborated (RI.6.5a, RI.6.6) • Trace and Evaluate an Author's Claims (RI.6.8) • Compare Information from Two Texts (RI.6.7)	• Science Greek Roots: bio, hydro, atmo, photo (L.6.2b, L.6.4b)		• Incorporating Supporting Quotations from Sources (W.6.5, W.6.9b) • Plan a Cause-and-Effect Essay (W.6.5, W.6.8, W.6.9b) • Domain-Specific Vocabulary (W.6.2b, W.6.5, W.6.9b) • Draft the Cause/Effect Essay: Strong Conclusions (W.6.2f , W.6.4, W.6.5, W.6.9b, W.6.10) • Revise and Edit (W.6.2d, W.6.5, W.6.10)		• Pronouns (L.6.1a, L.6.1b)		
		Word Study Read 2	Jacques Cousteau: Ocean Explorer	Informational Text: Biography	1040										
	3	Extended Read 2	Updating Archaeology	Informational Text: Social Studies	970			• Identify Key Details and Determine Central Idea (RI.6.2, RI.6.10) • Interpret and Integrate Graphic Features: Multimedia (RI.6.7) • Analyze How a Key Idea is Introduced and Elaborated (RI.6.5a, RI.6.6) • Integrate Information from Time Lines and Text to Draw Conclusions (RI.6.7)	• Noun Suffixes: -ology, -ist, -er (L.6.2b, L.6.4b)		• Incorporating Evidence from the Text (W.6.5, W.6.9b) • Plan an Argument Essay (W.6.5, W.6.9b) • Words to Convey Cause/Effect Relationships (W.6.1b, W.6.4, W.6.5, W.6.10) • Draft the Argument Essay: Strong Conclusions (W.6.1e, W.6.4, W.6.5, W.6.10) • Revise and Edit (W.6.2c, W.6.4, W.6.5, W.6.10)		• Pronouns (L.6.1a, L.6.1b)	• Close Reading: Determine the Meaning of Domain-Specific Words to Explain Concepts (RI.6.4, L.6.4a) • Words to Convey Cause/Effect Relationships (L.6.5b)	
		Word Study Read 3	High-Tech Archaeology	Informational Text: Science	970										

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Unit 6: Legendary Journeys														
Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading	Foundational		Writing	Speaking and Listening	Language		
								Literary and Informational Standards Focus	Word Study and Spelling	Fluency			Conventions of English	Vocabulary Acquisition	English Language Development (ESL)
6	1	Short Read 1	The Legend of El Dorado; El Dorado	Literary Text: Narrative Poem	870/NP		6.6	• Read and Respond to Poetry (RL.6.2, RL.6.10) • Analyze the Structure of a Poem (RL.6.5) • Identify Key Events and Summarize (RL.6.2, RL.6.10) • Analyze a Character's Response to Plot Events (RL.6.1, RL.6.3) • Analyze the Narrator's Point of View (RL.6.6) • Compare and Contrast Texts in Different Formats (RL.6.9)	• Silent Letters (wr, kn, gn, h, w) (RF.5.3a, L.6.2b)	• Read on-level text with purpose and understanding (RF.6.4a) • Inflection/ Intonation— Pitch • Pausing— Short Pauses (RF.6.4b)	• Read and Analyze a Research Prompt (W.6.7, W.6.8) • Use Key Words to Search for Relevant Sources (W.6.6, W.6.7, W.6.8) • Take Notes: Paraphrase to Avoid Plagiarism (W.6.7, W.6.8) • Take Notes: Use Direct Quotes to Avoid Plagiarism (W.6.5, W.6.7, W.6.8) • Evaluate Your Research Findings (W.6.5, W.6.7, W.6.8)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.6.1, SL.6.2, SL.6.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.6.4, SL.6.5, SL.6.6) are addressed in the Connect Across Discipline Projects.		• Interpret Figurative Language (L.6.5a)	<u>Grammar and Syntax</u> • Adverbs and Adjectives (2) <u>Vocabulary</u> • Suffixes (4, 9, 10) • Prefixes (14) • Word choice (6, 11, 13) • Sensory language (12) <u>Interact in Meaningful Ways</u> • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
		Short Read 2	The Legend of King Arthur; The Sword Excalibur	Literary Text: Legend	1100/ 830										
		Word Study Read 1	The Boy Who Wanted Gold	Literary Text: Fantasy	1010										
	2	Extended Read 1	The Legend of Mulan; The Ballad of Mulan; Mulan Joins the Army	Literary Text: Legend; Narrative Poem; Play	1070/ NP			• Read and Respond to Poetry (RL.6.2, RL.6.10) • Analyze Genre Features: Drama (RL.6.5) • Identify Key Events and Summarize (RL.6.2, RL.6.10) • Close Reading: Compare and Analyze Characters (RL.6.1, RL.6.3) • Compare and Contrast Texts in Different Formats (RL.6.1, RL.6.9)	• Noun Suffixes: -ty, -tion, -sion, -ery, -ment, -ness (L.6.2b, L.6.4a, L.6.5b)		• Read and Analyze a Research Prompt (W.6.7, W.6.8) • Use Key Words to Search for Relevant Sources (W.6.6, W.6.7, W.6.8) • Take Notes: Paraphrase to Avoid Plagiarism (W.6.6, W.6.7, W.6.8) • Take Notes: Use Direct Quotes to Avoid Plagiarism (W.6.6, W.6.7, W.6.8) • Evaluate Your Research Findings (W.6.7, W.6.8)			• Close Reading: Analyze the Effect of Figurative Language on Tone (L.6.5)	
		Word Study Read 2	A Civil War Soldier Named Hannah	Literary Text: Historical Fiction	970										
	3	Extended Read 2	Midwinter Day	Literary Text: Fantasy	1010			• Identify Key Events and Summarize (RL.6.2, RL.6.10) • Identify Genre Features: Fantasy (RL.6.1, RL.6.5) • Close Reading: Analyze the Use of Dialogue (RL.6.1, RL.6.5) • Compare and Contrast Text: Approaches to a Theme (RL.6.1, RL.6.9)	• Negation Prefixes: il-, im-, in-, dis-, ir-, mis- (not); un- (opposite) (L.6.2b, L.6.4a, L.6.5b)		• Read and Analyze a Research Prompt (W.6.7, W.6.8) • Use Key Words to Search for Relevant Sources (W.6.6, W.6.7, W.6.8) • Take Notes: Bibliographic Information for Print Sources (W.6.7, W.6.8) • Take Notes: Bibliographic Information for Internet Resources (W.6.6, W.6.7, W.6.8) • Evaluate Your Research Findings (W.6.7, W.6.8)			• Close Reading: Analyze Word Choice and Mood (L.6.5)	
		Word Study Read 3	Raven Brings the Daylight	Literary Text: Legend	1050										

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Unit 7: Achievements of Ancient Cultures

Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading: Literary and Informational Standards Focus	Foundational: Word Study and Spelling	Foundational: Fluency	Writing	Speaking and Listening	Language: Conventions of English	Language: Vocabulary Acquisition	Language: English Language Development (ESL)
7	1	Short Read 1	The Golden Age of Greece	Informational Text: Social Studies	940		6.2.2 6.2.5 6.4.4 6.6.5 6.7.4 6.7.8	• Identify Key Details and Central Ideas (RI.6.2, RI.6.10) • Trace and Evaluate the Argument and Claims in a Text (RI.6.8) • Compare and Contrast Roles in Ancient Egypt (RI.6.5a) • Cite Text Evidence to Draw Conclusions (RI.6.1) • Compare and Contrast the Golden Age of Two Civilizations (RI.6.3, RI.6.9)	• /ou/ as in how and out; /oi/ as in soil and boy (RF.5.3a, L.6.2b, L.6.4a)	• Read on-level text with purpose and understanding (RF.6.4a) • Speed/Pacing—Fast • Expression—Anticipation/ Mood (RF.6.4b)	• Format an Essay (W.6.5, W.6.9b) • Plan and Organize an Explanatory Essay (W.6.5, W.6.8, W.6.9b) • Use Academic Language (W.6.2d, W.6.5, W.6.9b) • Draft the Essay: Well-Developed Paragraphs (W.6.1, W.6.2b, W.6.3, W.6.4, W.6.5, W.6.9b, W.6.10) • Revise and Edit (W.6.1, W.6.2c, W.6.3, W.6.4, W.6.5, W.6.10)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.6.1, SL.6.2, SL.6.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.6.4, SL.6.5, SL.6.6) are addressed in the Connect Across Discipline Projects.	• Unclear Pronouns (L.6.1d) • Recognize Variations in Standard English (L.6.1e)	• Use Context Clues to Define Domain Specific Words (RI.6.4, L.6.6, L.6.4a)	Grammar and Syntax • Verb tense (1) Text Structure • Compare and contrast (5) Vocabulary • Context clues (2) • Suffixes (4) • Academic language (5) • Word choice (6, 7, 11, 12) • Greek and Latin roots (8, 9, 14) • Compound words (10) • Homophones (13) Interact in Meaningful Ways • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
	2	Extended Read 1	Rome's Augustan Age	Informational Text: Social Studies	1020			• Identify Key Details and Central Ideas (RI.6.2, RI.6.10) • Analyze Text Structure: Primary Source Quotations (RI.6.5a) • Close Reading: Analyze Text Structure (RI.6.5a, RI.6.6) • Close Reading: Draw Conclusions from the Text (RI.6.1) • Compare Ancient Cultures (RI.6.1, RI.6.7)	• Latin Roots: aqua (water); amphi (around); liter (letters); struct (build); spec (see); aud (hear) (L.6.2b, L.6.4b)		• Words for Comparing and Contrasting (W.6.2d, W.6.5, W.6.9b) • Plan and Organize a Compare-and-Contrast Essay (W.6.5, W.6.8, W.6.9b) • Engage the Reader (W.6.2a, W.6.5, W.6.9b) • Draft the Compare/Contrast Essay (W.6.2b, W.6.4, W.6.5, W.6.9b, W.6.10) • Revise and Edit (W.6.2c, W.6.4, W.6.5, W.6.10)		• Recognize Vague Pronouns (L.6.1d) • Formal Language; Recognize Variations in Standard English (L.6.1e)		
		Word Study Read 2	Augustus Caesar: The First Roman Emperor	Informational Text: Social Studies	1080										
	3	Extended Read 2	The Golden Age of the Inca Empire	Informational Text: Social Studies	950			• Identify Key Details and Central Ideas (RI.6.2, RI.6.10) • Close Reading: Trace and Evaluate an Author's Claims and Evidence (RI.6.8) • Compare Information in Two Texts to Understand Ancient Societies (RI.6.3, RI.6.7)	• Homophones (L.6.2b, L.6.4a)		• Strong, Vivid Language (W.6.5, W.6.9b) • Plan and Organize an Argument Essay (W.6.5, W.6.8, W.6.9b) • Consider Audience (W.6.2b, W.6.5, W.6.9b) • Draft the Argument Essay (W.6.1, W.6.2b, W.6.3, W.6.4, W.6.5, W.6.9b, W.6.10) • Revise and Edit (W.6.1d, W.6.2c, W.6.4, W.6.5, W.6.9b, W.6.10)		• Vague Pronoun References (L.6.1d) • Formal Language; Recognize Variations in Standard English (L.6.1e)	• Understand Word Relationships (L.6.5b) • Close Reading: Determine Word Meaning to Explain Key Concepts (L.6.4a)	
		Word Study Read 3	The Discovery of Macchu Picchu	Informational Text: Social Studies	1040										

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Grade 6 Skills and Strategies

Unit 8: Exploring Earth's Structures

Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading	Foundational	
								Literary and Informational Standards Focus	Word Study and Spelling	Fluency
8	1	Short Read 1	The South Pole	Literary Text: Science Fiction	930	MS-ESS2-2 MS-ESS2-4 MS-ESS3-5		• Determine Key Events and Summarize (RL.6.2, RL.6.10) • Compare Reading a Story to Listening or Viewing a Story (RL.6.1, RL.6.7) • Identify Key Details and Determine Central Idea (RI.6.2, RI.6.10) • Determine Author's Purpose (RI.6.6) • Integrate Information from Two Texts (RL.6.9, RI.6.1, RI.6.7)	• /ōō/ (ew) and /o͝o/ (oo, o, ould) (RF.5.3a, L.6.2b, L.6.4a)	• Read on-level text with purpose and understanding (RF.6.4a) • Speed/Pacing—Varied • Inflection/ Intonation—Stress (RF.6.4b)
		Short Read 2	Glaciers on the Move	Informational Text: Science	1120					
		Word Study Read 1	The Origin of Earth	Literary Text: Legend	1040					
	2	Extended Read 1	We Continue Our Descent	Literary Text: Science Fiction	1090			• Determine Key Events and Summarize (RL.6.2, RL.6.10) • Identify Key Events and Determine Theme (RL.6.2, RL.6.10) • Identify Genre Features: Science Fiction (RL.6.5, RL.6.10) • Close Reading: Compare Reading a Story to Listening or Viewing a Story (RL.6.7) • Close Reading: Compare Characters from Two Texts (RL.6.1, RL.6.3)	• Words with Final /əl/ and /ər/ (RF.5.3a, L.6.2b, L.6.4a)	
		Word Study Read 2	Jules Verne: Master of Science Fiction	Informational Text: Biography	1010					
	3	Extended Read 2	Studying Earth's Core	Informational Text: Science	1130			• Identify Key Details and Summarize (RI.6.2, RI.6.10) • Analyze the Use of Text Features (RI.6.5a) • Close Reading: Analyze Author's Purpose (RI.6.5a, RI.6.6) • Close Reading: Integrate Information from Two Texts (RI.6.1, RI.6.7)	• From Latin: sur (above), sub (below), inter (between), dorm (sleep), vis (sight) (L.6.2b, L.6.4a)	
		Word Study Read 3	Drilling Into Earth's Mantle	Informational Text: Science	1040					

Writing	Speaking and Listening	Language		
		Conventions of English	Vocabulary Acquisition	English Language Development (ESL)
• Introduce the Unit 8 Research Project (W.6.5, W.6.7) • Use Print Sources to Choose Research Topics (W.6.5, W.6.7, W.6.8) • Use Online Sources to Choose Research Topics (W.6.5, W.6.7, W.6.8) • Evaluate Guiding Research Questions (W.6.5, W.6.7, W.6.8) • Categorize Information and Identify Possible Sources (W.6.5, W.6.7, W.6.8)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.6.1, SL.6.2, SL.6.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.6.4, SL.6.5, SL.6.6) are addressed in the Connect Across Discipline Projects.		• Determine the Meaning of Figurative Language (L.6.5a) • Determine the Meaning of Domain-Specific Vocabulary (L.6.4a)	<u>Conventions of English</u> • Commas (2) <u>Grammar and Syntax</u> • Adverbs (8) • Present perfect verbs (13) <u>Text Structure</u> • Cause and effect (5) <u>Vocabulary</u> • Synonyms (4) • Word derivatives (9) • Academic language (5) • Prefixes (14) <u>Interact in Meaningful Ways</u> • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
• Evaluate Research (W.6.5, W.6.7, W.6.8) • Plan Your Narrative: Characters and Setting (W.6.4, W.6.5, W.6.7) • Plan Your Narrative: Sequence of Events (W.6.4, W.6.5, W.6.7) • Create an Engaging Opening (W.6.3a, W.6.4, W.6.5, W.6.10) • Use Precise Language and Descriptive Details (W.6.3d, W.6.4, W.6.5, W.6.10)			• Close Reading: Interpret Figurative Language to Analyze Meaning and Tone (L.6.5, L.6.5a)	
• Story Elements: Dialogue and Pacing (W.6.3b, W.6.4, W.6.5, W6.9a, W.6.10) • Write a Strong Conclusion (W.6.3e, W.6.4, W.6.5, W6.9a, W.6.10) • Revise: Transitions (W.6.3c, W.6.4, W.6.5, W.6.10) • Collaborative Editing (W.6.3, W.6.4, W.6.5, W.6.10) • Publish Writing (W.6.3, W.6.4, W.6.5, W.6.6, W.6.10)		• Pronouns (L.6.1b)	• Close Reading: Determine the Meaning of Domain-Specific Language (L.6.4a)	

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Unit 9: Economic Expansion

Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading	Foundational		Writing	Speaking and Listening	Language		
								Literary and Informational Standards Focus	Word Study and Spelling	Fluency			Conventions of English	Vocabulary Acquisition	English Language Development (ESL)
9	1	Short Read 1	Marco Polo, China Trader	Informational Text: Social Studies	1000		6.6.7	• Identify Key Details and Central Ideas (RI.6.2, RI.6.10) • Draw Conclusions from Text (RI.6.1) • Analyze Author's Purpose (RI.6.6) • Analyze How a Key Idea Is Introduced (RL.6.3, RL.6.5) • Integrate Information from Two Texts (RI.6.1, RI.6.9)	• Irregular Past Tense Verbs (RF.5.3a, L.6.2b, L.6.4a)	• Read on-level text with purpose and understanding (RF.6.4a) • Inflection/ Intonation—Volume • Read with Dramatic Expression (RF.6.4b)	• Introduce the Unit 9 Research Project (W.6.5, W.6.7) • Pre-Search: Use Online Sources to Choose Research Topics (W.6.5, W.6.7, W.6.8) • Evaluate Ideas to Narrow Your Focus (W.6.5, W.6.7, W.6.8) • Distinguish Between Objective and Subjective Source Texts (W.6.5, W.6.7, W.6.8) • Note Taking: Distinguish Important Versus Unimportant Information (W.6.7, W.6.8)	Speaking and Listening Standards are addressed throughout the unit.		• Determine the Meaning of Domain-Specific Words (L.6.4a)	Grammar and Syntax • Verb tense (1) • Irregular past tense verbs (5) • Prepositional phrases (7) Text Structure • Cause and effect (2) Vocabulary • Academic language (2) • Transition words (3) • Suffixes (4) • Compound words (8) • Derivatives (9) • Word choice (12) • Latin roots (13, 14) Interact in Meaningful Ways • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
		Extended Read 1	The Silk Road, Yesterday and Today	Informational Text: Social Studies	1060			• Identify Key Details and Determine Central Idea (RL.6.2, RL.6.10) • Integrate Information Presented in Different Media or Formats (RI.6.7) • Close Reading: Analyze Author's Purpose and Text Structure to Draw Conclusions (RI.6.1, RI.6.5a, RI.6.6) • Integrate Information About the Silk Road (RI.6.7)	• Compound Words (hyphenated and open) (L.6.2b, L.6.4a)		• Note Taking: Use Direct Quotations (W.6.5, W.6.7, W.6.8) • Categorize Your Information (W.6.5, W.6.7, W.6.8) • Evaluate Your Research: Quality and Thoroughness (W.6.5, W.6.7, W.6.8) • Plan Your Informational Report (W.6.2a, W.6.5, W.6.7, W.6.8) • Plan Your Informational Report: Charts, Tables and Graphics (W.6.2a, W.6.5, W.6.7)	Comprehension and Collaboration Standards (SL.6.1, SL.6.2, SL.6.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.6.4, SL.6.5, SL.6.6) are addressed in the Connect Across Discipline Projects.		• Close Reading: Determine the Meaning of Domain-Specific Words (L.6.4a)	
	2	Word Study Read 2	The Secret of Silk	Informational Text: Social Studies	1040										
	3	Extended Read 2	Going Out	Informational Text: Narrative Nonfiction	970			• Identify Key Details and Central Idea (RL.6.2, RL.6.10) • Identify Genre Features: Narrative Nonfiction (RL.6.1, RL.6.5a) • Close Reading: Draw Conclusions Using Text Evidence (RL.6.1) • Close Reading: Analyze Author's Point of View (RI.6.1, RI.6.6) • Compare and Contrast Authors' Presentations of Information (RI.6.9)	• Latin Roots: migr (move); fac (make); grat (pleasing); luna (moon) (L.6.2b, L.6.4b)		• Write an Introduction (W.6.2a, W.6.4, W.6.5, W.6.10) • Focus Sections Around Main Ideas (W.6.2a, W.6.2b, W.6.4, W.6.5, W.6.10) • Incorporate Research by Quoting and Paraphrasing Sources (W.6.2a, W.6.2b, W.6.2c, W.6.2d, W.6.4, W.6.5, W.6.10) • Provide a Strong Conclusion (W.6.2f, W.6.4, W.6.5, W.6.10) • Publish the Report (W.6.2a, W.6.4, W.6.5, W.6.6, W.6.10)				
		Word Study Read 3	The Young Head of the Cheng Family	Literary Text: Folktale	920										

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Unit 10: Understanding Our Energy Resources													
Unit	**Week**	**Student Reads**	**Selection Title**	**Genre**	**Lexile**	**Next Generation Science Standards**	**CA-HSS Standards**	**Reading**	**Foundational**		**Writing**	**Speaking and Listening**	**Language**
								Literary and Informational Standards Focus	**Word Study and Spelling**	**Fluency**			**Conventions of English** / **Vocabulary Acquisition** / **English Language Development (ESL)**
10	1	Short Read 1	Why Does the Wind Blow?	Informational Text: Science	1030	MS-ESS2-5 MS-ESS3-1 MS-ESS3-3 MS-ESS3-4 MS-ETS1-2 MS-PS3-5 MS-PS1-3		• Identify Key Details and Central Idea (RI.6.1, RI.6.2, RI.6.10) • Analyze the Use of Text Features: Diagrams and Charts (RI.6.5a) • Analyze Author's Purpose and Text Structure (RI.6.5a, RI.6.6) • Trace and Evaluate an Author's Arguments and Claims (RI.6.8) • Compare Informational Text and Opinion Text (RI.6.6, RI.6.9)	• Homographs (L.6.2b, L.6.4a)	• Read on-level text with purpose and understanding (RF.6.4a) • Read with Inflection/ Intonation—Pitch (RF.6.4b) • Read with Pausing—Using Short Pauses (RF.6.4b)	• Introduce the Unit 10 Research Project (W.6.5, W.6.7) • Brainstorm Ideas to Formulate an Argument (W.6.5, W.6.7, W. 6.8) • Pre-Search Online to Formulate an Argument (W.6.5, W.6.7, W. 6.8) • Pre-Search with Print Sources to Formulate an Argument (W.6.5, W.6.7, W.6.8) • Develop an Argument (W.6.1, W.6.5, W. 6.7, W.6.8)	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.6.1, SL.6.2, SL.6.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.6.4, SL.6.5, SL.6.6) are addressed in the Connect Across Discipline Projects.	• Distinguish Connotative Language (L.6.4c, L.6.5c) / Grammar and Syntax • Compound sentences (2) • Irregular plurals (8) / Text Structure • Cause and effect (1) / Vocabulary • Academic vocabulary (1) • Suffixes (4) • Linking words and phrases (5) • Greek and Latin roots (9) • Idioms (13) • Compound words (14) / Interact in Meaningful Ways • Collaborative (All lessons) • Interpretive (All lessons) • Productive (All lessons)
	2	Extended Read 1	Energy Choices	Informational Text: Science	1160			• Identify Key Details and Central Idea (RI.6.2, RI.6.10) • Integrate Information Presented in Different Media and Formats (RI.6.7) • Close Reading: Analyze Text Structure to Understand Author's Purpose (RI.6.5a, RI.6.6) • Close Reading: Draw Conclusions from Text Evidence (RI.6.1, RI.6.6) • Integrate Information from Multiple Sources (RI.6.7)	• Suffixes: -ic (relating to); -ful (full of); -ism, -ity, -dom (state or quality of) (L.6.2b, L.6.4b)		• Research to Support Reasons with Evidence (W.6.1, W.6.5, W.6.7, W.6.8) • Research to Refute an Opposing Argument (W.6.1, W.6.5, W.6.7, W.6.8) • Categorize Research (W.6.1, W.6.5, W.6.7, W.6.8) • Evaluate Your Research (W.6.1, W.6.5, W.6.7, W.6.8) • Plan Your Argument Essay (W.6.1, W.6.5)		
		Word Study Read 2	Going Geothermal	Informtional Science	1120								
	3	Extended Read 2	Wind Power: Pros and Cons	Opinion Text	1190			• Identify Key Details and Central Idea (RI.6.2, RI.6.10) • Close Reading: Trace and Evaluate an Author's Arguments and Claims (RI.6.8) • Analyze Text Structure and Author's Purpose (RI.6.5a, RI.6.6) • Compare and Evaluate Author's Arguments (RI.6.8)	• Prefixes: Numbers: bi- (two); tri- (three); cent- (hundred); Where: inter- (between); em- (in); ex- (out) (L.6.2b, L.6.4b)		• Write a Strong Introduction (W.6.1a, W.6.4, W.6.5, W.6.10) • Present Evidence for Each Reason (W.6.1b, W.6.4, W.6.5, W.6.10) • Link Your Reasons Back to Your Argument (W.6.1c, W.6.4, W.6.5, W.6.10) • Refute Opposing Arguments (W.6.1a, W.6.4, W.6.5, W.6.10) • Restate Your Opinions and Reasons (W.6.1e, W.6.4, W.6.5, W.6.10)		• Recognize and Correct Variations in Standard English (L.6.1e) / • Distinguish Connotative Language (L.6.4c, L.6.5c)
		Word Study Read 3	Windmills of the Netherlands	Informational Text: Science	1080								

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