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Scope & Sequence

FOUNDATIONAL SKILLS

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

● available throughout that grade level. ■ available in select grade level units.

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
PHONOLOGICAL AWARENESS Phonological awareness is found in the Supplemental Lessons for those students who need it.																		
Distinguish words, syllables, and sounds.	●		■	U6 D6, 7, 10	■	U4 D1, 2, 5; U6D6, 7, 10	●		■	U6D1, 2, 5-8, 10, 11	●		●					
Distinguish long- and short-vowel sounds.	■	U2 D1, D2, D5, D16, D17, D20; U6 D21, D22, D27	■	U2 D6,7, 8, 9, 10; U6 D11, 12, 15, 18, 21, 22, 25	■	U2D1, 2-10;	■	U2D1, 2-10; U4D21, 22-25	■	U2D1, 2-10; U4D21, 22-25	●		●					
Produce words by blending sounds (phonemes), including consonant blends.	●		●		●		●		●		●		●					
Manipulate sounds in words (add, delete, and substitute phonemes).	●		●		●		●		●		●		●					
Segment words and syllables into sounds.	●		●		●		●		●		●		●					
PHONICS AND WORD RECOGNITION Early Phonics is available for those who need it at all grades, but not part of core instruction for all students.																		
Read regularly spelled one- and two-syllable words.	●		●		●		●		●		●		●					
Read high-frequency (sight) words.	●		●		●		●		●		●		●					

FOUNDATIONAL SKILLS

PHONOLOGICAL AWARENESS AND SPELLING

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

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
Apply the alphabetic principle that words are composed of sounds represented by letters.	●		●		●		●		●		●		●					
Know sound-letter relationships and match sounds to letters in words.	●		●		●		●		●		●		●					
Decode consonants and consonant blends in words.	■	U2 D31, D32, D33, D34, D35, D41;	■	U4 D31, 32, 34, 35	■	U2D11-15, 31,32	■	U2D11-15	●		●		●					
Decode consonant digraphs in words.	■	U4 D11, D12, D15	■	U2 D1, 2, 5, 31-35	■	U2D31-35; U6D21, 22,25	■	U2D31-35	■	U2D31-35	■		●					
Decode short and long vowels in words.	■	U2 D1, D2, D5, D16, D17, D20; U6 D21, D22, D27	■	U2 D6,7, 8, 9, 10; U6 D11, 12, 15, 18, 21, 22, 25	■	U2D1-10	●		●	U2D1-10, U4D21-24	●		●					
Decode vowel digraphs in words.	●		■	U2 D6, 7, 10, 11, 13, 14; U4 D6-25, 41-45; U6 D11, 12, 15, 18	■	U2D26-30; U4D6-20	■	U2D26-30; U4D6-22,25	■	U2D26-30; U4D6-20,36-45	●		●					
Decode diphthongs in words.	■	U2 D21-25	■	U2 D21-30; U6 D 16, 17, 20	■	U2 D21-24	■	U2 D21-25	■	U2 D21-25	●		●					
Decode r-controlled vowels in words.	■	U2 D36-39, D46-49; U4 D36, D37, D40; U6 D31, D32, D35, D40	■	U2 D36-40, 46-49	■	U2D36-40, 46-49; U4D36, 37, 40, 41	■	U2 D36-40, 46-49	■	U2 D36-40, 46-49	●		●					

FOUNDATIONAL SKILLS

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
PHONOLOGICAL AWARENESS AND SPELLING (CONTINUED)																		
Decode common vowel patterns in words.	●		■	U2 D21, 23, 25; U4 D31, 32, 35	●		■	U6D11, 12, 15	●		●		●					
Decode phonograms and word families.	●		●		●		●		●		●		●					
Spell independently by using knowledge of letter names and sounds of the alphabet.	●		●		●		●		●		●		●					
Spell words using consonants: single, double, blends, digraphs, silent letters, and unusual consonant spellings.	●		●		■	U2D11-15, 31-35, 40,41; U6D21, 22, 25	■	U2D31-35	■	U2D31-35	●		●					
Spell words using vowels: short, long, r-controlled, digraphs, diphthongs, less common vowel patterns, and vowels for schwa.	●		●		■	U2D1-10, 21-30, 36-40, 46-49; U4D6-25, 36, 37, 40, 41	■	U2D1-10, 21-30, 36-40, 46-49; U4D6-20	■	U2D1-10, 21-30, 36-40,46-49 U4D6-20,36-39	●		●					
WORD STRUCTURE	Word structure is taught in Word Study lessons and Spelling Study Plans. It is applied in the Word Study Practice assignments, Word Study Readers, and writing assignments.																	
Decode words with inflected endings (including plurals).	■	U6 D16, 17, 20	■	U2 D11, 12, 15-20; U3 D5	■	U2D16-20, 36, 37, 40, 41; U5D5	■	U2D17-20; U4D1, 2, 5, 11; U5D1	■	U2D17-20; U4D1, 2, 5, 11; U5D1	●		●		●		●	
Decode contractions.	■	U2 D36, 37, 40, 41, 44; U3 D5	■	U2 D41-45; U4 D1, D2, D5	■	U2D41-45	■	U2D41-45; U6D1, 2, 5	■	U2D41-45; U6D26, 27, 30, 31	●		●					

FOUNDATIONAL SKILLS

WORD STRUCTURE (CONTINUED)

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
Decode compound words.	■	U2 DLL, 12, 15, 20, 40; U5 D5	■	U6 D30-32, 35	■	U2D1,2,5; U3D6	■	U3D5; U6D31, 32, 35	■	U2D11, 31, 32, 35	●		●					
Decode words with prefixes and suffixes.	■	U2 D26; U4 D21, D22, D25, D30, D31	■	U2 D36; U4 D11, 12, 15-17, 20, 35-37, 40	■	U2D21, 22, 25, 30, 31; U5D6; U6D1, 2, 5, 11, 16, 17, 20, 21, 31, 32, 35	■	U6D6, 7, 10, 11, 15, 16, 26, 30, 36, 40, 41	■	U2D10, 16, 17, 20, 21; U4D6, 7, 10-12, 15, 21, 30; U6D21, 22, 31	●		●					
Decode words with common Greek and Latin roots and affixes.	■	U6 D11, D12, D15, D36	■	U2 D48, 49; U4 D15, 16, 26, 27, 30	■	U4D21, 22, 25, 30, 31; U6D11, 12, 15, 21, 26, 27, 30	■	U2D32, 35; U4D16, 20; U6D26, 27, 30, 31	■	U2D26, 27, 30, 31; U4D26, 27, 30, 31; U5D11, 12, 15, 21	●		●		●		●	
Apply knowledge of syllables to decode words.	●		■	U2 D31, 32, 35-37, 40	●		●		●		●		●					
Recognize and read common abbreviations.	●		●		●		■	U4D1,2,5	■	U6D31, 32, 35, 40, 41	●		●					
Decode multisyllabic words with common word parts and spelling patterns.	■	U3 D1; U4 D1, D2, D5, D11, D15	■	U2 D3, 5, 6, 26, 27, 30; U3 D1; U4 D45, 46; U7 D1	■	U2D16, 17, 20	■	U6D44	■	U2D21, 22, 25	●		●					
Recognize and read grade-appropriate irregularly spelled words.	●		●		●		●		●		●		●					

FOUNDATIONAL SKILLS

DECODING AND WORD RECOGNITION STRATEGIES

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

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
Apply knowledge of sound-letter relationships to decode unfamiliar words.	●		●		●		●		●									
Apply knowledge of word structure to decode unfamiliar words.	●		●		●		●		●		●		●		●			
Use context and syntax along with sound-letter relationships and word structure to decode words in text.	●		●		●		●		●		●		●		●			
Self-monitor accuracy of decoding and self-correct.	●		●		●		●		●		●		●		●			
Use knowledge of word structure to spell.	●		●		●		●		●		●		●		●		●	
Spell base words and affixes (inflections, prefixes, suffixes), possessives, contractions, and compound words.	●		●		■	U2D16-22, 36, 37	●		●		●		●		●		●	
Spell words with Greek and Latin roots, syllable patterns, and multisyllabic words.	●		●		■	U2D16, 17, 20; U4D21, 22, 25, 30, 31; U6D11, 12, 15, 21, 26, 27, 30	●		●		● ●		●		●		●	
Spell frequently misspelled words correctly, including homophones or homonyms.	●		●		●		●		●		●		●		●		●	
Use meaning relationships to spell related words.	●		●		●		●		●		●		●		●		●	
Spell high-frequency, irregular words.	●		●		●		●		●		●		●					

FOUNDATIONAL SKILLS

FLUENCY

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

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
Read on-level text with sufficient accuracy and fluency to support comprehension.	■	U2 D19, D24; U6 D25	■	U2 D16; U4 D44; U5 D5	■	U4D36, 38, 40; U6D5, 15, 16, 29, 33	■	U2D10, 14, 44; U4D6,30; U6D6, 10	■	U2D28; U6D8, 10	●		●		●		●	
Read on-level text with purpose and understanding.	●		●		●		■	U4D8, 9, 10	●		●		●		●		●	
Read on-level prose and poetry orally with appropriate rate and expression.	●		●		■	U7D1, 4	●		■	U7D1, 2, 4	●		●		●		●	
Use context to confirm word recognition and understanding.	●		●		●		■	U4D2, 3	●		●		●		●		●	
Use context to self-correct word recognition and understanding.	●		●		●		●		●		●		●		●		●	
Recognize phrasing in text and use phrasing to read fluently.	■	U2 D24	■	U4 D44; U6 D25	■	U2D5	●		●		●		●		●		●	

READING STRATEGIES AND SKILLS
FOR LITERATURE AND INFORMATIONAL TEXT

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

● available throughout that grade level. ■ available in select grade level units.

COMPREHENSION STRATEGIES AND SKILLS

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

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
Preview text and set a purpose to guide reading.	■	U2 D2, D38, D42, D43, D49; U4 D34, 44, 48; U6 D2, D41, D43, D48	■	U2 D40; U4 D2, 4, 38, 39, 43, 44; U6 D30, 44	■	U2D2, 38, 40-43; U4D36, 38, 39, 44; U6D1, 2, 44, 48	■	U2D2, 43; U4D44, 48; U6D2, 3, 34, 44	■	U2D36, 39, 40; U4D47-49; U6D1, 3, 48,	●		●		●		●	
Recognize author's purpose to guide understanding of text.	■	U4 D33, D40; U5 D7, D8; U6 D31, D37, D39	■	U2 D38, 40, 42, 43; U3 D9; U4 D1-3, 8, 9 17, 33; U5 D7; U6 D20, 22, 27, 38	■	U2D30, 34; U3D9, 39; U5D7; U6D30, 33	■	U2D2, 38; U4D33, 36, 38; U6D36, 38, 43	■	U2D40, 42, 43; U4D33; U6D3, 4, 14, 41, 49	●		●		●		●	
Adjust reading rate.	●		●		●		●		●		●		●		●		●	
Reread and read further to clarify understanding of text.	●		●		●		●		●		●		●		●		●	
Read closely and ask questions to determine what text says explicitly and to make logical inferences and predictions.	■	U2 D1, D3, D9, D29; U3 D9; U4 D1, D2, D3, D9, D32; U5 D2; U6 D8, D9, D33; U7 D2	■	U2 D1-4, 9; U3 D2; U4 D5, 7, 9, 10, 16, 18, 19, 24, 27, 28; U5 D2, 3, 9; U6 D2, 3, 4, 9, 10, 33; U7 D2	■	U2D1-4, 7, 8, 38, 39; U3D2; U4D3-5, 7, 8, 23-26, 32, 34; U5D2, 3, 9, 11-13; U6D43; U7D3	■	U2D1-4, 6, 18, 39; U3D1, 2, 4; U4D7, 17, 29, 45, 47; U5D2, 9; U6D18, 19, 22	■	U2D3, 6,8, 10,13, 14, 20, 21, 23, 24, 28, 30-33; U3D3, 8; U4D3; U5D1; U6D1, 3; U6D13, 29, 30, 38	●		●		●		●	

COMPREHENSION STRATEGIES AND SKILLS (CONTINUED)

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
Make, review, and modify predictions during reading.	■	U2 D16, D18, D19, D23, D27; U4 D6, D8, D19, D27; U6 D4, D18	■	U2 D2, 11, 13, 18, 27; U4 D10, 12, 14	■	U2D3-5, 9, 25, 26, 29; U4D19; U6D3, 9	■	U2D3, 4, 28, 30, 37; U6D1, 3, 8, 14	■	U2D3, 4, 18; U3D4; U4D11-13; U6D27	●		●		●		●	
Determine the meaning of words and phrases in context, including general academic and domain-specific words and phrases.	■	U3 D8; U6 D10	■	U5 D5; U6 D15, 16	■	U2D20, 45, 46	■	U2D46, 47; U4D5, 46, 47; U6D31	■	U4D45	●		●		●		●	
Determine where text leaves matters uncertain.	●		●		●		●		●		●		●		●		●	
Monitor and clarify understanding while reading by restating text in your own words (paraphrasing) or retelling.	■	U2 D13, D14, D28; U4 D11, D17, D25, D28, D29; U6 D5, D7, D12, D13, D24, D35; U7 D3	■	U2 D15, 17, 19, 22, 23, 29, 30; U3 D3; U4 D2, 20, 22, 32, 34, 35; U6 D5, 6, 8, 12, 14, 15	■	U2D15, 17, 19, 26, 28, 36, 37, 39, 46, 47; U3D3; U6D18-20; U7D2	■	U2D17; U4D9, 39, 43, 49; U5D4; U6D23, 27	■	U2D8, 9, 22, 34; U3D2; U4D4, 27; U5D4; U6D9	●		●		●		●	
Visualize the action in text using clues such as descriptive details or stage directions.	■	U2 D5; U6 D18, D21, D48	■	U2 D3-5, 7, 8, 23-25, 32; U3 D7; U4 D13, 38; U5 D4; U6 D19, 41-43	■	U2D6, 8, 24, 25, 29; U3D7; U4D3; U6D14, 27	■	U2D5, 7, 22, 34, 38; U6D28-30, 33, 39, 47	■	U2D1-3; U3D7; U4D2, 8, 9, 17; U5D8; U6D8, 37	●		●		●		●	

COMPREHENSION STRATEGIES AND SKILLS (CONTINUED)

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
Connect people, settings, ideas, and events in text to prior experience or outside knowledge.	■	U2 D31, D32, D34; U3 D7; U4 D5, D7, D12, D13, D18; U6 D3, D19	■	U4 D46-49, U5 D6	■	U2D21, 23, 24	■	U2D14, 24; U4D2, 27, 30; U6D9, 32, 43-45	■	U6D19, 42, 43	●		●		●		●	
Make connections between individuals, events, and ideas in a text, including examining cause-and-effect relationships.	■	U2 D11, D12, D13, D17, D33, D37; U4 D13, D14, D24, D35, D37, D39, D43; U6 D16, D22, D29, D34, D38, D42, D46, D49	■	U2 D18, 19, 28, 34; U3 D4, 5; U4 D21-23, 29, 30; U5 D8; U6 D1, 2, 7, 16, 29, 30	■	U2D10, 12, 23; U3D8; U4D6, 8; U4D8-10, 13-15, 26-28, 33, 37; U5D8; U6D3, 4, 6-8, 13, 18, 23; U7D3	■	U2D6-9, 12, 23, 30, 32; U3D1-5, 8; U4D13, 22, 32; U6D3, 4, 7, 12, 28	■	U2D4, 5, 7, 14, 15, 17, 24, 25, 29; U4D9, 10, 38, 41; U6D6, 7, 12, 18, 19; U7D1-4	●		●		●		●	
Compare and contrast ideas, characters/ individuals, events, and other elements of a text to develop understanding of text.	■	U2 D3, D4, D8, D20, D23, D24, D38, D39; U3 D8; U4 D4; U6 D8 D17; U7 D4	■	U2 D10, 12, 14-16, 33, 37, 46-48; U3 D3, 4, 40, 42; U6 D13, 17, 28, 37, 44, 46-48	■	U2D11-14, 22, 23; U3D4, 5; U4D1, 10, 12, 13, 28, 29, 32	■	U2D19, 27-29; U3D6, 19; U4D42; U6D20, 24, 25	■	U2D11-13, 27, 33, 37, 44-46; U4D7, 23, 34, 40; U6D17, 24, 32, 39	●		●		●		●	
Quote accurately and cite relevant evidence from the text to support inferences and statements about text	■	U2, D21, D22; U3 D9; U4 D18, D22, D38; U5 D9; U6 D27, D32	●		●		●		■	U4D42, 43; U6D15, 31	●		●		●		●	
Use text features to aid comprehension	■	U4 D20; U6 D25	●		●		●		●		●		●		●		●	

COMPREHENSION STRATEGIES AND SKILLS (CONTINUED)

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
Summarize text by identifying central ideas and supporting details.	■	U4 D31, D42; U5 D1; U6 D13, D14, D20, D23	■	U2 D35, 38, 39; U4 D37; U6 D10, 13, 18, 21-24, 34, 39, 40, 41, 45, 47	■	U4D40; U6D21-24, 37-39	■	U2D33, 48; U5D7, 8; U6D11-13, 17, 21, 37, 42	■	U3D9; U4D18-20; U5D7; U6D21, 23, 28, 33, 35, 45, 47	●		●		●		●	
Make generalizations and draw conclusions about the text.	●		●		■	U6D28, 39, 40, 42	■	U2D40, 42, 43; U4D3, 11, 12, 18-20, 23, 34, 35; U6D13-15	■	U2D18-20, 38; U4D13, 14, 16, 18, 19, 28, 29, 39; U6D22, 34	●		●		●		●	
Synthesize information and ideas.	●		●		■	U6D34	■	U4D21, 23-25, 28; U6D33	■	U4D22-25, 28, 32, 35, 36; U5D9	●		●		●		●	
Choose texts to read based on personal interests, text difficulty, and recommendations of others.	●		■	U2 D1, 5, 6, 10, 11, 15, 16, 20, 21, 25, 26, 30, 31, 35, 36, 40, 41, 45, 46; U3 D1, 6, 7; U4 D1, 5, 6, 10, 11, 15, 16, 20, 21, 25, 26, 30, 31, 35, 36, 40, 41, 45, 46; U5 D1, 5, 6; U6 D1, 5, 6, 10, 11, 15, 16, 20, 21, 25, 26, 30, 31, 35, 36, 40, 41, 45, 46	■	U2D1, 5, 6, 10, 11, 15, 16, 20, 21, 25, 26, 30, 31, 35, 36, 40, 41, 45, 46; U3D1, 5, 6; U4D1, 5, 6, 10, 11, 15, 16, 20, 21, 25, 26, 30, 31, 35, 36, 40, 41, 45; U5D1, 5, 6; U6D1, 5, 10, 11, 15, 16, 20, 21, 25, 26, 30, 31, 35, 36, 40, 41, 45, 46; U7D1	■	U2D5, 6, 10, 11, 15, 16, 20, 21, 25, 26, 30, 31, 35, 36, 40, 41, 45, 46; U3D1, 5, 6; U4D1, 5, 6, 10, 11, 15, 16, 20, 21, 25, 26, 30, 31, 35, 36, 40, 41, 45, 46; U5D1, 5, 6; U6D5, 6, 10, 11, 15, 16, 20, 21, 25, 26, 30, 31, 35, 36, 41, 45, 46; U7D1	■	U2D1, 5, 6, 10, 11, 15, 16, 20, 21, 25, 26, 30, 31, 35, 36, 40, 41, 45, 46; U3D1, 5, 6; U4D1, 5, 6, 10, 11, 15, 16, 20, 21, 25, 26, 30, 31, 35, 36, 40, 41, 45, 46; U5D1, 5, 6; U6D1, 5, 6, 10, 11, 15, 16, 20, 21, 25, 26, 30, 31, 35, 36, 40, 41, 46	●		●		●		●	

READING STRATEGIES AND SKILLS
FOR LITERATURE AND INFORMATIONAL TEXT

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	Read Aloud, Think Aloud texts are at an appropriate level of text complexity and cover a wide range of genre, including fiction, informational text, poetry, speeches, and more.																	
Read, comprehend, and analyze literature (stories, drama, and poetry) and informational texts at the appropriate level of complexity.	●		■	U4 D11, 25, 26, 41, 42, 43, 44, 45, 47	●		●		■	U3D1; U7D1	●		●		●		●	
READING SKILLS FOR LITERATURE	Reading skills for literature are modeled in Read Aloud, Think Aloud; taught in Whole Group instruction, and practiced in Work Time assignments and in Time to Read.																	
Determine central ideas or themes of stories, dramas, and poems.	●		■	U3 D1, 5; U4 D40; U7 D3	■	U3D5; U7D2	●		■	U7D1-4	●		●		●		●	
Analyze the development of central ideas or themes in literary texts.	■	U3 D3	■	U4 D25, 26	●		■	U2D16, 25, 26; U3D8, 9; U4D6	■	U4D8	●		●		●		●	
Relate themes to characters, setting, and plot.							●		●		●		●		●		●	
Identify two or more themes in a text, and explain how the themes are connected.															●		●	
Describe how a story's or drama's plot unfolds as a series of events with a climax and resolution.	●		●		■	U2D31-33; U3D3,4	■	U2D8, 9										
Analyze how plot and other story elements (including characters, setting, and theme) interact.					■	U4D11, 15-17, 22, 29	■	U2D13; U4D20, 26; U6D18; U7D2	●		●		●		●		●	
Compare and contrast story or drama event.			■	U2 D33; U3 D3; U4 D39; U6 D13	●		●		■	U7D3	●							
Describe characters in depth, using details in the text.	■	U2 D28	■	U3 D3, 4	●		■	U3D7	●									

READING SKILLS FOR LITERATURE (CONTINUED)

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
Compare and contrast characters.	■	U2 D3, D4, D8, D20, D23, D24, D38, D39; U3 D8; U4 D4; U6 D8 D17; U7 D4	■	U2 D15, 16; U3 D4; U6 D13	■	U2D11, 13, 14, 22, 23; U4D2	■	U2D19, 29; U3D3	■	U4D6-8, 37; U6D40	●		●		●		●	
Analyze how characters develop and change.					■	U4D11, 13-15, 22, 30	■	U2D18, 20	●		●		●		●		●	
Describe story and drama settings, including such details as time, place, geography, weather, and customs.	■	U4 D48; U6 D45	●		■	U6D8, 10	■	U2D31; U4D10	■	U4D25								
Compare and contrast settings.					●		●		●		●		●					
Connect story or drama elements to one another, including characters, plot, setting, theme, dialogue, and mood.			■	U3 D8	■	U2D23, 24	●		■	U2D23	●		●		●		●	
Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal character, or provoke a decision									■	U4D3	●		●		●		●	
Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).															●		●	

READING STRATEGIES AND SKILLS
FOR LITERATURE AND INFORMATIONAL TEXT

READING SKILLS FOR INFORMATIONAL TEXT

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

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
Determine main ideas of informational texts, and explain how they are developed and supported by key details and arguments.	■	U5 D1	■	U2 D35, 38, 39; U4 D37; U6 D10, 13, 23	●		●		■	U4D13-15; U6D16, 18, 44, 46	●		●		●		●	
Determine two or more central ideas in a text and analyze how they interact.															●		●	
Analyze how a key individual, event, or idea is developed in a text.					●		●		●		●		●		●		●	
Analyze connections between individuals, ideas, a series of events, or pieces of information in a text.	■	U3 D3, D5	●		●		●		●		●		●		●		●	
Draw on information from multiple print or digital sources, locating answers to questions or solutions to problems efficiently.	■	U4 D16; U5 D1, D3	●		●		●		●		●		●					
Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	■	U6 D31	●		●		●		●									

LITERARY STRATEGIES AND SKILLS
FOR LITERATURE AND INFORMATIONAL TEXT

● available throughout that grade level.

■ available in select grade level units.

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
CRAFT AND STRUCTURE IN TEXT Strategies and skills common to both literature and informational skills are grouped together in this section.																		
Identify text as fiction or nonfiction and recognize the difference.	●		●		●		●		●									
Interpret the meanings of allusions and analogies in text.	●		●		●		●		●		●		●		●		●	
Determine the meaning of words and phrases as they are used in text, including figurative, connotative, and technical meanings.	●		●		●		●		●		●		●		●		●	
Analyze the impact of word choice on meaning and tone in texts.	●		●		●		●		●		●		●		●		●	
Analyze how particular parts or sections (sentences, paragraphs, chapters, scenes, stanzas) of a text fit into the overall structure and help develop ideas and contribute to meaning.	●		●		●		●		●		●		●		●		●	
CRAFT AND STRUCTURE IN LITERATURE Craft and structure in literature is modeled in Read Aloud, Think Aloud; taught in Whole Group instruction, and practiced in Work Time assignments and in Time to Read.																		
Distinguish literal from nonliteral language in text.	●		●		●		●		●		●		●		●		●	
Analyze the impact of sounds of words (including rhymes, alliteration, and repetition) in poems, drama, and stories.							●		●		●		●		●		●	
Analyze how language in a text can evoke a sense of time and place.											●		●		●		●	
Analyze how language in a text can set a formal or informal tone.											●		●		●		●	

CRAFT AND STRUCTURE IN LITERATURE (CONTINUED)

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
Analyze the impact of word choice on meaning and tone in texts.															●		●	
Analyze the impact of fresh, engaging, or beautiful language in texts, including texts by Shakespeare and other authors.															●		●	
Identify structural elements of poems, drama, and stories.	●		●		●		●		●		●		●		●		●	
Explain major differences between poems, drama, and prose.	●		●		●													
Compare and contrast the structures of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.									●		●		●		●		●	
Analyze how an author's choices concerning text structure create such effects as mystery, tension, or surprise.									●		●		●		●		●	
Identify point of view and recognize how it influences the way events are described.	●		●		●		●		●		●		●					
Analyze how an author develops the narrator's or speaker's point of view.					●		●		●		●		●					
Analyze how differences in perspective between the characters and the reader or between what is stated and what is meant produce effects such as satire, irony, understatement, or suspense.									●		●		●		●		●	

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
CRAFT AND STRUCTURE IN LITERATURE (CONTINUED)																		
Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.											●		●					
Compare and contrast the treatment of similar themes and topics in various literary texts and genres of various cultures or time periods.	●		●		●		●		●		●		●		●		●	
Analyze how authors and literary texts are affected by cultural traditions and by other literary works.	●		●		●		●		●		●		●		●		●	
CRAFT AND STRUCTURE IN INFORMATIONAL TEXT Craft and structure in informational text is modeled in Read Aloud, Think Aloud; taught in Whole Group instruction, and practiced in Work Time assignments and in Time to Read.																		
Analyze how an author refines the meaning of a key term or terms over the course of a text.															●		●	
Determine an author's viewpoint or purpose in a text and explain how it is conveyed in the text.					●		●		●		●		●		●		●	
Determine an author's point of view or purpose in a text and anlayze how the author uses rhetoric to advance that point of view or purpose.											●		●		●		●	
Describe the structure of events, concepts, and information in texts, including chronology, comparison, cause/effect, and problem/solution.	●		●		●		●		●		●							

CRAFT AND STRUCTURE IN INFORMATIONAL TEXT (CONTINUED)

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
Compare and contrast the structure of events, concepts, and information (including chronology, comparison, cause/effect, and problem/solution) in two or more texts.			●		●		●		●		●		●		●		●	
Analyze how an author develops and refines ideas and claims in various parts of a text.											●		●		●		●	
Evaluate the effectiveness of a text's structure, including whether the structure makes points clear, convincing, and engaging.															●		●	
Analyze multiple accounts of the same event or topic from various viewpoints, noting important similarities and differences in the point of view they represent.	●		●		●		●		●		●		●					
Determine an author's viewpoint or purpose in a text and explain how it is conveyed in the text.					●		●		●		●		●		●		●	
Analyze how an author acknowledges and responds in a text to viewpoints or evidence that conflicts with his or her position.											●		●		●		●	
Determine an author's point of view or purpose in a text and anlayze how the author uses rhetoric to advance that point of view or purpose.											●		●		●		●	
Analyze how an author uses rhetoric in a text to advance a purpose or viewpoint.											●		●		●		●	

CRAFT AND STRUCTURE IN INFORMATIONAL TEXT (CONTINUED)

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.															●		●	
Explain how the author uses reasons and evidence to support specific points in a text.	●		●		●		●		●		●							
Trace the argument and claims in a text, separating fact from opinion, and linking central ideas with supporting evidence.					●		●		●		●							
Describe logical connections between sentences and paragraphs in texts, including comparisons, cause and effect, and sequences.	●		●		●		●		●		●		●					
Analyze the arguments and claims in a text by determining if the reasoning is sound and the evidence is sufficient and relevant.					●		●		●		●		●		●		●	
Integrate information from different texts on the same topic in order to speak or write about the subject knowledgeably.	●		●		●		●		●		●		●					
Compare and contrast different authors' presentations of information in separate texts on the same topic.					●		●		●		●		●		●		●	

INTEGRATION OF IDEAS ACROSS MEDIA

● available throughout that grade level.

■ available in select grade level units.

INTEGRATION OF KNOWLEDGE AND IDEAS

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

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
Make connections between visual and oral presentations, including illustrations, and particular content of text.	●		●		●		●		●		●							
Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of literary text.			●		●		●		●		●		●					
Compare and contrast reading a story, drama, or poem with experiencing a live presentation or media version of the text.					●		●		●		●		●		●		●	
Analyze how dramatic, media, and multimedia productions of stories and dramas adapt and reflect interpretations of texts.							●		●		●		●		●		●	
Analyze how literary themes and concepts are represented in various media.															●		●	
Analyze how an author draws on and transforms source material in a specific work.											●		●		●		●	
Compare and contrast texts with presentations in visual and electronic media.	●		●		●		●		●		●		●		●		●	
Interpret information presented visually, orally, and quantitatively, and explain how it contributes to understanding of text.	●		●		●		●		●		●		●					
Draw on information from multiple print or digital sources, locating answers to questions or solutions to problems efficiently.			●		●		●		●		●		●					

INTEGRATION OF IDEAS ACROSS MEDIA

INTEGRATION OF KNOWLEDGE AND IDEAS (CONTINUED)

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
Integrate information presented in different media or formats as well as words to understand a topic or issue.					●		●		●		●		●		●		●	
Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each treatment of the subject.							●		●		●		●		●		●	
Evaluate advantages and disadvantages of different media, including print or digital text, video, and multimedia, to present topics and ideas.									●		●		●		●		●	
Analyze various accounts of a subject in different media, determining which details are emphasized in each.											●		●		●		●	
Integrate multiple sources of information in different media or formats in order to address a question or solve a problem.															●		●	
Evaluate multiple sources of information in different media or formats in order to address a question or solve a problem.															●		●	

VOCABULARY ACQUISITION

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

● available throughout that grade level. ■ available in select grade level units.

VOCABULARY ACQUISITION AND USE

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

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
Use context clues to learn the meanings of unfamiliar words and phrases.	■	U2 D4; U6 D48	■	U2 D20; U4 D18, 19, 20; U6 D48, 49	■	U4D25; U6D8, 20, 25, 26	■	U4D25, 26; U6D6	■	U4D25	●		●		●		●	
Identify and use patterns of word changes that indicate different meanings or parts of speech.											●		●		●		●	
Use context to verify the predicted meaning of a word.					●		●		●		●		●		●		●	
Use prefixes and suffixes as clues to word meaning.	■	U2 D25	■	U2 D36; U4 D11, 12, 15, 16, 17, 20, 35- 37, 40	■	U2D21, 22, 25, 30, 31; U5D6; U6D1, 2, 5, 16, 17, 20, 21, 31, 32, 35	■	U3D6; U5D6; U6D6, 7, 10, 11, 15, 16, 26, 30, 36, 37, 40, 41	■	U2D10, 16, 17, 20, 21; U4D6, 7, 10-12, 15, 21, 30; U6D21, 22, 25, 30, 31	●		●		●		●	
Use known root words as clues to word meaning.	■	U5 D1	■	U5 D6	●		■	U4D41; U6D38	■	U3D5	●		●		●		●	
Use common Greek and Latin roots and affixes as clues to word meaning.	■	U4 D33; U6 D11, D15, D36	■	U2 D48, 49; U4 D15, 16, 26, 27, 30	■	U4D21, 22, 25, 30, 31; U6D11, 12, 15, 21, 26, 27, 30	■	U2D31, 32, 35; U4D16, 17, 20; U6D26, 27, 30, 31	■	U2D26, 27, 30, 31; U4D26, 27, 30, 31; U6D11, 12, 20, 21	●		●		●		●	
Use dictionaries and glossaries, thesauruses and other references (print and digital) to learn or clarify a word's meaning, pronunciation, part of speech, etymology, and standard usage, and to verify a word's predicted meaning or pronunciation.	■	U4 D45; U6 D28	●		■	U6D40, 42	●		■	U6D14	●		●		●		●	

VOCABULARY ACQUISITION AND USE (CONTINUED)

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
Demonstrate understanding of word relationships and nuances in word meanings.	■	U2 D4; U6 D48	■	U2 D20; U4 D18, 19, 20; U6 D48, 49	■	U4D25; U6D8, 20, 25, 26	■	U4D25, 26; U6D6	■	U4D25	●		●		●		●	
Use word analogies to better understand the meanings of related words.							■	U4D16-18, 31, 32, 35, 36, 37, 40	■	U2D13, 30, 36, 37, 40, 41; U4D16, 17, 20, 21; U5D6; U6D11-13	●		●		●		●	
Distinguish shades of meaning among words with similar or related meanings.	●		■	U3 D6	■	U2D40, 42; U3D1, 5	■	U3D1; U4D26, 27, 30	●		●		●		●		●	
Use the relationships among synonyms to learn or better understand each of the words.	■	U2 D15; U4 D6, D10	■	U4 D6, 7, 10; U5 D1, 5; U6 D31	■	U4D26, 27, 30, 31	■	U4D21, 22, 25; U6D25, 26	■	U6D16, 17, 20, 21, 41	●		●		●		●	
Use the relationship between antonyms to learn or better understand each of the words.	■	U4 D26, D30	■	U4 D21, 22, 25	■	U2D26, 27, 30, 31	■	U2D6, 7, 10	■	U6D36, 37, 40	●		●		●		●	
Recognize and use prefixes and suffixes to expand vocabulary.	■	U2 D25; U4 D21, D25; U5 D6; U6 D36, D40	■	U2 D36	■	U2D21, 22, 25, 30, 31; U5D6; U6D1, 2, 5, 16, 17, 20, 21	■	U3D6; U5D6; U6D6, 7, 10,11, 15, 16, 26, 30, 36, 37, 40, 41	■	U2D10, 16, 20, 21; U4D6, 7, 10, 11, 12, 15, 21, 30	●		●		●		●	
Learn and use words and phrases that signal contrast, addition, and other logical relationships.	●		●		●		●		●		●		●		●		●	

VOCABULARY ACQUISITION AND USE (CONTINUED)

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
Understand literal and figurative meanings of words and phrases.	■	U4 D21, U6 D3	■	U2 D41, 42, 43; U7 D2, 3	■	U2D23; U7D2 ,3	■	U3D1-5, 7; U4D15, 16; U7D2, 3	■	U3D3-6; U4D23; U6D20; U7D2, 3	●		●		●		●	
Understand and explain the meanings of metaphors and similes.	■	U2 D35	■	U6 D23, 24	●		●		■	U4D10	●		●		●		●	
Understand and explain the meanings of words used in personification.	●		●		●		●		●		●		●		●		●	
Understand and explain the meanings of common idioms, proverbs, and adages.	●		■	U4 D6- 8	●		●		●		●		●		●		●	
Determine the meanings of words or phrases that make significant biblical and literary allusions and that allude to significant characters in mythology.							●		●		●		●		●		●	
Recognize and understand common euphemisms.													●		●		●	
Analyze nuances in the meaning of words with similar denotations.															●		●	
Expand word knowledge by understanding puns and verbal irony.											●		●		●		●	
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening.																		

VOCABULARY ACQUISITION AND USE (CONTINUED)

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

CONVENTIONS OF LANGUAGE

● available throughout that grade level. ■ available in select grade level units.

GRAMMAR AND USAGE (WRITING AND SPEAKING)

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

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
Form and use parts of speech: nouns (singluar and plural and abstract) verbs (regular and irregular) and verb tenses, adjectives, adverbs, pronouns and antecedents, conjunctions (coordinating and subordinating), prepositions, interjections, articles in sentences.	■	U2 D1, 6, 11, 16, 26, 31; U4 D1-5, 8, 11, 13, 26, 28, 31, 33, 35, 36, 41, 43, 44, 46; U5 D3, 4, 6, 8; U6 D31, 33, 36, 38	■	U2 D1, 3, 6, 16, 18, 21, 23, 26, 28, 31, 33, 41, 43; U4 D1, 3, 6, 8, 11, 13, 21, 23, 26, 28, 31, 33, 38, 41, 43, 46, 48; U5 D1, 2, 6, 8; U6 D1-3, 5, 36, 38, 41, 43; U7 D1, 3	■	U2D1, 3, 11, 13, 16, 21, 23, 24, 26, 28, 31, 33; U4D1-5, 11, 13, 16, 18, 23, 26, 28, 31-33, 35, 38, 46, 48; U5D1, 3, 6, 8; U6D1, 3, 16, 18, 31, 33, 36, 38, 41, 43; U7D1, 3	■	U2D1-3, 5, 6, 16, 17, 20, 21, 23, 26, 28, 31, 33; U4D1-6, 8, 11, 13, 23, 26, 28, 31, 33, 41; U5D1, 3, 6, 8; U6D1, 3, 11, 13, 17, 21, 23, 31, 33, 36, 38, 41, 43; U7D1, 3	■	U2D1-3, 5, 11, 15, 16, 18, 21, 23, 26, 28, 31, 33, 36, 38, 46, 48; U4D1-6, 8, 11, 13, 20, 21, 23, 26, 28, 30, 33, 36, 38, 41, 43; U5D1, 3, 6, 9; U6D1, 3, 6, 8, 11, 13, 31, 33, 36, 41, 43; U7D3	●		●		●		●	
Produce complete sentences: declarative, interrogative, exclamatory, and imperative,	●		●		●													
Recognize and correct inappropriate fragments and run-ons.	●		●		■	U6D25	●		●		●		●		●		●	
Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	●		●		●		●		●		●		●		●		●	
Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.			■	U4 D6, 8, 38, 41	■	U4D1, 3, 6, 8; U6D31, 33, 36, 38	■	U4D1, 3, 6, 8; U6D31, 33, 36, 38	■	U4D1, 6, 8; U6D31, 33, 36,	●		●		●		●	
Explain functions of phrases and clauses in general and their functions in specific sentences.	●		●		●		●		●		●		●		●		●	

GRAMMAR AND USAGE (WRITING AND SPEAKING) (CONTINUED)

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
Place phrases and clauses within sentences recognizing and correcting misplaced and dangling modifiers.			●		●		●		●		●		●		●		●	
Use various types of phrases (noun, verb, adjectivial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.											●		●		●		●	
Use and explain gerunds, participles, and infinitives in sentences.					●		●		●		●		●		●		●	
Use appositives, adverbial phrases and clauses, and adjectival phrases.					●		●		●		●		●		●		●	
Vary sentence patterns for meaning, interest, and style.	●		●		●		●		●		●		●		●		●	
Use parallel structure.					●		●		●		●		●		●		●	
Form and use progressive present, past, and future tense verbs.	■	U6 D1, D3, D8, D11, D13, D16, D18	■	U2 D41, 43; U6 D11, 13, 16, 18	■	U2D46, 48; U6D6, 8, 11, 13, 16, 18	■	U2D36, 38, 41, 43, 46, 48; U6D11, 13, 16, 17	■	U2D41, 43, 46, 48; U5D1, 3, 6, 9; U6D11, 13, 16, 18	●		●		●		●	
Form and use perfect tense verbs, including the verb to be: have been, has been, had been, and will have been.			■	U2 D36, 38, 41, 43; U6 D6, 8	■	U2D26, 36, 38, 41, 43; U6D6, 8, 11, 13	■	U2D36, 38, 41, 43; U6D6, 8, 11, 13	■	U2D36, 38, 41, 43; U5D1, 3, 6; U6D6, 8, 11, 13	●		●		●		●	

GRAMMAR AND USAGE (WRITING AND SPEAKING) (CONTINUED)

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
Form and use verbs in the active and passive voice.					●		●		■	U2D48, 49	●		●		●		●	
Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.					●		●		●		●		●		●		●	
Form and use modal auxiliaries (verb phrases with auxiliary verbs) including can, may, and must.	●		●		●		●		●		●		●		●		●	
Use verb tense to convey various times, sequences, states, and conditions.	■	U6 D1, D3, D8, D11, D13, D16, D18	■	U2 D36, 38, 41, 43; U6 D1, 3	●		●		●		●		●		●		●	
Use relative adverbs (where, when, and why).	■	U4 D21, D23; U7 D1, D3	■	U4 D23; U7 D1, 3	■	U4D23; U7D1, 3	■	U4D21, 23; U7D1, 3	■	U4D21, 23; U7D3	●		●		●		●	
Use subject and object pronouns. (Pronoun case)					■	U2D6, 8; U4D36, 38	■	U2D6, 8; U4D36, 38	■	U2D6, 8; U4D36, 30	●		●		●		●	
Use possessive pronouns (singular and plural).					■	U2D16, 18; U4D16, 18, 46, 48	■	U2D16, 18	■	U2D16, 18	●		●		●		●	
Form and use reflexive and intensive pronouns. [myself, yourselves, etc.]					●		●		●		●		●		●		●	
Use relative pronouns. [who, whose, which, that, etc.]	■	U2 D6, D11, D16; U4 D11, D13, D36, D38, D41, D43, D46; U5 D4; U6 D41, D43	■	U2 D6, 16, 18; U4 D36, 38, 46, 48; U6 D43	●		●		●		●		●		●		●	

GRAMMAR AND USAGE (WRITING AND SPEAKING) (CONTINUED)

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

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
GRAMMAR AND USAGE (WRITING AND SPEAKING) (CONTINUED)																		
Recognize and correct misplaced and dangling modifiers					●		●		●		●		●		●		●	
Recognize variations from standard English and use strategies to improve expression.					●		●		●		●		●		●		●	
Use reference sources to resolve questions and problems concerning grammar and usage.							●		●		●		●		●		●	
CAPITALIZATION, PUNCTUATION, AND SPELLING (WRITING)																		
Use correct capitalization.	●		●		●		●		●		●		●		●		●	
Use punctuation to separate items in a series.			●		●		●		●		●		●		●		●	
Use commas in quotations and dialogue.	●		●		●		●		●		●		●		●		●	
Use a comma before a coordinating conjunction in compound sentence.	●		●		●		●		●		●		●		●		●	
Use a comma between clauses in a complex sentence.					●		●		●		●		●		●		●	
Use a comma after introductory element in sentence.			●		●		●		●		●		●		●		●	
Use a comma to set off the word yes or no or a tag question from rest of sentence.			●		●		●		●		●		●		●		●	

CAPITALIZATION, PUNCTUATION, AND SPELLING (WRITING) (CONTINUED)

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
Use a comma to indicate direct address.			●		●		●		●		●		●		●		●	
Use a comma to set off nonrestrictive or parenthetical elements in sentences.					●		●		●		●		●		●		●	
Use a comma to separate coordinate adjectives.							●		●		●		●		●		●	
Use a comma to indicate a pause or a break.							●		●		●		●		●		●	
Use quotation marks for quotations and dialogue.	●		●		●		●		●		●		●		●		●	
Include indirect quotations without quotation marks.															●		●	
Use quotation marks to indicate titles.			●		●		●		●		●		●		●		●	
Use semicolons to link independent clauses.											●		●		●		●	
Use a colon to introduce a list or a series.											●		●		●		●	
Use a colon to introduce a quotation.											●		●		●		●	
Use parentheses to set off nonrestrictive or parenthetical elements in sentences.					●		●		●		●		●		●		●	

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
CAPITALIZATION, PUNCTUATION, AND SPELLING (WRITING) (CONTINUED)																		
Use dashes to set off nonrestrictive or parenthetical elements in sentences.					●		●		●		●		●		●		●	
Use a dash to indicate a pause or a break.					●		●		●		●		●		●		●	
Use an ellipsis to indicate an omission.					●		●		●		●		●		●		●	
Use an ellipsis to indicate a pause or a break.					●		●		●		●		●		●		●	
Use hyphens correctly.					●		●		●		●		●		●		●	
Use underlining or italics to indicate titles.			●		●		●		●		●		●		●		●	
Spell grade-appropriate words correctly, consulting references as needed.	●		●		●		●		●		●							
Spell correctly.					●		●		●		●		●		●		●	
KNOWLEDGE OF LANGUAGE (WRITING, SPEAKING, READING, LISTENING) Knowledge of language skills are taught in Whole Group instruction and applied as students do performance tasks—writing, multimedia presentations, dramatic presentations, and more.																		
Choose words and phrases to convey ideas precisely.	●		■	U6 D6	●		●		●		●		●		●		●	
Choose punctuation for effect.	●		●		●		●		●		●		●		●		●	
Differentiate between contexts that call for formal English and those where informal discourse is appropriate.	■	U6 D4, D9	●		●		●		●		●		●		●		●	

KNOWLEDGE OF LANGUAGE (WRITING, SPEAKING, READING, LISTENING) (CONTINUED)

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.			●		●		●		■	U2D41; U6D26	●		●		●		●	
Compare and contrast the varieties of English (e.g. dialects, registers) used in stories, dramas, or poems.			●		●		●		●		●		●		●		●	
Maintain consistency in style and tone.					●		●		●		●		●		●		●	
Recognize and eliminate wordiness and redundancy.					■	U4D18; U6D15, 45, 46	■	U6D18-20	■	U2D41	●		●		●		●	
Use verbs in the active and passive voices and in the conditional and subjunctive moods to achieve particular effects(e.g. emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).									■	U2D48, 49	●		●		●		●	
Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.					●		●		●		●		●		●		●	
Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.					●		●		●		●		●		●		●	

● available throughout that grade level. ■ available in select grade level units.

TEXT TYPES AND PURPOSES

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

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	■	U2, D41, D42, D43, D46; U4 D23, D24, D25; U6 D23, D26, D32	■	U2 D21, 23-26, 28, 29														
Introduce a topic or text clearly.	●		●															
State an opinion.	■	U2 D41; U6 D23, D26	■	U2 D43-45														
Group related ideas in a logical, organizational structure.	●		■	U6 D42														
Provide reasons that are supported by facts and details.	■	U2 D47	■	U6 D18														
Use transition words and phrases to link ideas, opinions, and reasons.	●		●															
Provide a concluding statement or section related to the opinion presented.	●		●															
Write arguments to support claims with clear reasons and relevant evidence.					■	U4D23, 24, 33, 34; U6D25, 26	■	U2D23-25; U4D23, 24, 31, 35, 37; U6D23, 24	■	U2D25, 27, 28; U4D15, 16, 18, 31, 35, 36, 38-40; U6D28, 29	●		●		●		●	
Introduce and establish the claim(s).					●		●		●		●		●		●		●	

TEXT TYPES AND PURPOSES (CONTINUED)

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
Organize reasons and evidence clearly and logically.					●		●		■	U4D36	●		●		●		●	
Acknowledge alternate or opposing claims.							●		●		●		●		●		●	
Create an organization, using an outline, that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.											●		●		●		●	
Support claim(s) with logical reasoning and relevant evidence.					●		●		■	U4D33, 34, 37, 38	●		●		●		●	
Support claim(s) with logical reasoning and relevant evidence.											●		●		●		●	
Use credible sources.					●		●		●		●		●		●		●	
Demonstrate an understanding of the topic or text.					●		●		●		●		●		●		●	
Use words, phrase, and clauses to clarify the relationships among claim(s), counterclaims, reasons, and evidence.					●		●		●		●		●		●		●	
Establish and maintain a formal style and an objective tone.					●		●		●		●		●		●		●	
Provide a concluding statement or section that supports the argument presented.					●		●		■	U4D38	●		●		●		●	

TEXT TYPES AND PURPOSES (CONTINUED)

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
Write informative/explanatory texts (such as compare-and-contrast essays, news reports, blog entries, research reports, how-to essays, letters, or memos) to examine a topic and convey information clearly.	■	U2 D18, D19, D20; U4 D17, D18, D26, D32; U6 D15, D17, D18, D40	■	U2 D13, 15; U3 D1; U4 D4, 5; U6 D13, 14, 26, 32, 33, 34	■	U2D9, 10, 13, 14, 15; U4D18, 20; U6D14, 15, 31, 33-35	■	U2D15, 16; U4D4; U6D17, 18, 26, 32, 33	■	U2D15, 18, 19; U4D4, 6; U6D5, 6, 15, 16, 30, 34, 36, 38, 39	●		●		●		●	
Effectively select, organize, and analyze content.	■	U5 D6	●		●		●		■	U6D33	●		●		●		●	
Introduce a topic clearly.	●		■	U5 D1	●		●		■	U4D32, 33; U5D1, 2; U6D35, 37, 38	●		●		●		●	
Group related information in a logical organizational structure (such as paragraphs and sections).	■	U5 D6	●															
Organize information to make important connections and distinctions.											●		●		●		●	
Organize information so that each new element builds on that which precedes it to create a unified whole.															●		●	
Use strategies, such as definition, classification, comparison/contrast, and cause/effect, to organize ideas and information.					●		●		■	U4D48, 49								
Include formatting, graphics, and multimedia to aid comprehension.	■	U5 D7	■	U5 D1, 2, 3, 4, 7	●		●		●		●		●		●		●	
Develop the topic with relevant facts, details, examples, or other information.	●		●		●		●		●		●		●		●		●	

TEXT TYPES AND PURPOSES (CONTINUED)

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
Use precise language and domain-specific vocabulary.	●		■	U5 D5, 6; U6 D6, 15, 16	●		■	U6D30	■	U2D26	●		●		●		●	
Establish and maintain a formal style and an objective tone.					●		●		●		●		●		●		●	
Provide an effective concluding statement or section.	■	U6 D11	●		●		●		■	U6D36-38	●		●		●		●	
Write narratives (such as personal narratives, stories, poems, songs, and plays) to develop real or imagined experiences or events.	■	U2 D8, D9, D26, D30, D33; U3 D4, D5; U6 D6, D8; U7 D1, D4, D5	■	U2 D6, 9, 26, 32, 33; U4 D14, 15, 16, 17, 18, 19, 20; U6 D4, 9; U7 D3, 4	■	U2D18-20, 33-35; U3D6-10; U7D3	■	U2D33, 39, 40, 42; U4D14, 15; U6D8, 9; U7D3	■	U2D5, 7, 8, 33, 41, 42, 47; U3D5-7; U4D25, 26; U7D1-4	●		●		●		●	
Use effective technique, descriptive details, and clear event sequences.	■	U4 D3	●		■	U6D5, 6	●		■	U2D38, 39, 43	●		●		●		●	
Establish a situation or setting and its significance.	●		●		●		■	U2D35, 36	■	U2D35, 36	●		●		●		●	
Introduce a narrator and/or characters.	●		■	U4 D13, 40	■	U2D33	●		■	U2D35, 36	●		●		●		●	
Establish one or multiple points of view.	●		■	U6 D36	●		●		■	U3D6	●		●		●		●	
Organize an event sequence that unfolds naturally and logically.	■	U5 D6; U6 D30	●		■	U2D32, 33	●		■	U2D38, 39	●		●		●		●	
Use narrative techniques (dialogue, description, pacing, reflection, and multiple plot lines).	■	U2 D8, D9, D26; U6 D6	●		●		●		●		●		●		●		●	

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
TEXT TYPES AND PURPOSES (CONTINUED)																		
Use a variety of transitional words, phrases, and clauses to logically and smoothly connect the sequence of events.	●		●		●		■	U6D5	●		●		●		●		●	
Use precise words and sensory details.	●		■	U6 D6	●		■	U6D9, 10	■	U4D45	●		●		●		●	
Provide a satisfying conclusion.	●		●	U6 D11	●		●		●		●		●		●		●	
PRODUCTION AND DISTRIBUTION OF WRITING	Production and distribution of writing is taught in Whole Group instruction and applied as students write, revise, and edit paragraphs and essays.																	
Produce clear and coherent writing.	●		●		●		●		●		●		●		●		●	
Develop and organize writing that is appropriate to task, purpose, and audience.	■	U5 D6; U6 D30	■	U4 D30; U5 D8	●		●		●		●		●		●		●	
Develop a style that is appropriate to task, purpose, and audience.	■	U5 D6; U6 D30	■	U4 D30; U5 D8	●		●		●		●		●		●		●	
Develop and organize writing that is appropriate to task, purpose, and audience.	●		●		●		●		●		●		●		●		●	
Develop and strengthen writing by planning, revising, and editing.	■	U2 D27, D28, D30, D32, D33, D34; U4 D28, D38, D39, D43; U6 D33	■	U2 D7, 8, 11, 13, 14, 22, 27, 28, 29, 33, 34, 35; U4 D3, 33, 34; U6 D33, 34, 35, 37, 38	●		●		■	U2D43; U4D41, 42; U6D38, 39, 44	●		●		●		●	

PRODUCTION AND DISTRIBUTION OF WRITING (CONTINUED)

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
Develop and strengthen writing by rewriting or trying a new approach.			●		●		●		●		●		●		●		●	
Use technology to produce and publish writing products.	●		●		●		●		●		●		●		●		●	
Use technology to link to and cite sources.							●											
Use technology to present the relationships between information and ideas efficiently.									●									
Select appropriate software, such as databases, spreadsheets and presentation software, for the task.	■	U5 D7	●		●		●		●		●		●		●		●	
Use technology to interact and collaborate with others.							●		●		●		●					
Use technology to display information flexibly and dynamically.											●		●					
Demonstrate sufficient command of keyboarding skills.	●		●		●													

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

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

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
Conduct research projects.	■	U4 D3; U5 D1	■	U5 D1	■	U5 D1	■	U5 D1	■	U5 D1	●		●		●		●	
Draw on multiple sources to narrow or broaden the inquiry.			■	U5 D3, 5; U6 D38, 40	■	U4D48, 49	■	U5D2	■	U4D48, 49; U5D3	●		●		●		●	
Use search terms effectively.							●		●		●		●		●		●	
Assess the credibility and accuracy of sources.					■	U5D3	■	U5D3 ,4	■	U5D3	●		●		●		●	
Recall relevant information from experiences.	●		●															
Gather relevant information from print and digital sources.	■	U5 D5	●		●		●		●		●		●		●		●	
Take notes.	●		●		■	U5D3	■	U5D3	■	U5D3	●		●		●		●	
Categorize, summarize, or paraphrase information in notes and finished work.	●		●		■	U5D5	●		●		●		●		●		●	
Avoid plagiarism and over reliance on any one source.					●		●		●		●		●		●		●	
Provide a list of sources following a standard format of citation.	●		●		●		●		●		●		●		●		●	
Draw evidence from literary or informational texts to support analysis, reflection, and research.	●		●		●		●		■	U2D48	●		●		●		●	

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
RESEARCH TO BUILD AND PRESENT KNOWLEDGE (CONTINUED)																		
Apply grade-appropriate Reading standards to literature.	■	U4 D3; U5 D1	■	U5 D1	■	U5 D1	■	U5 D1	■	U5 D1	●		●		●		●	
Apply grade-appropriate Reading standards to literary nonfiction.	●		●		●		●		●		●		●		●		●	
RANGE OF WRITING	In *iLit*, students write daily. In Time to Read, they write in response to a prompt about their independent reading. In Interactive Reading assignments, they write summaries to deepen comprehension and write in response to a Critical Response prompt to develop higher order thinking skills. Writing is taught directly in Whole Group instruction and applied as students do performance tasks—paragraph writing, essay writing, multimedia presentations, dramatic presentations, and more.																	
Write on a daily basis.	●		●		●		●		●		●		●		●		●	
Write for a short time frame (single sitting or a day or two).	●		■	U2 D29; U4 D2 (QUICK WRITE?)	●		■	U2D2; U6D27	●		●		●		●		●	
Use writing as a tool for learning and self-discovery.	●		●		●		●		●		●		●		●		●	
Use writing as a tool for research, reflection, and revision.	●		●		●		●		●		●		●		●		●	
Write for a specific genre, purpose, and audience.	●		●		●		●		●		●		●		●		●	
Write routinely for extended periods of time.	●		●		●		●		●		●		●		●		●	

THE WRITING PROCESS

The writing process is taught in Whole Group instruction and applied as students write, revise, and edit paragraphs and essays.

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
Prewrite using various strategies, including outlining to organize ideas. Understand the language of writing prompts, including key words.	■	U2 D28; U4 D28, D29	■	U4 D27, 31; U6 D27-29	■	U2D8, 13, 18, 19, 28, 29, 30; U4D3, 4, 18, 21, 22, 31, 32, 34; U6D3, 4, 13, 32, 33	■	U2D23, 24; U4D3, 4, 13, 32-34, 36; U6D7, 17, 18, 23, 24, 27-29, 33	■	U2D5, 6, 15, 16, 26; U4D3, 4, 15, 16, 23, 24; U6D4, 5, 14, 15, 27-29, 32,-34	●		●		●		●	
Develop first drafts of single- and multiple-paragraph compositions.	■	U2 D29; U4 D33, D34; U6 D33, D34	●		■	U2D34	■	U6D34	●		●		●		●		●	
Revise drafts for varied purposes, including to clarify and to achieve purpose, sense of audience, improve focus and coherence, precise word choice, vivid images, and elaboration.	■	U2 D30; U6 D33, D34	■	U6 D33-35	■	U2D35, 36; U4D35; U6D36-38	■	U2D41; U4D38, 40-42; U6D34, 35	■	U2D43; U4D41, 42; U6D38, 39, 44	●		●		●		●	
Edit and proofread for correct spelling, grammar, usage, and mechanics.	■	U2 D33; U4 D38, D39, D43; U6 D37, D38	■	U6 D33, 37	■	U2D35, 36; U4D35; U6D36-38	■	U2D4; U4D40-42; U6D38, 39	■	U2D43; U4D41, 42; U6D38, 39, 44	●		●		●		●	
Publish your work.	●		●		●		●		●		●		●		●		●	

TRAITS OF WRITING

The traits of writing are taught in Whole Group instruction and applied as students write, revise, and edit paragraphs and essays. They are integrated in the rubrics used to score students' writing.

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
Focus/Ideas	●		●		●		●		●		●		●		●		●	
Organization/Paragraphs	●		●		●		●		●		●		●		●		●	
Voice	●		●		●		●		●		●		●		●		●	
Word Choice	●		●		●		●		●		●		●		●		●	
Sentences	●		●		●		●		●		●		●		●		●	
Conventions	●		●		●		●		●		●		●		●		●	

● available throughout that grade level. ■ available in select grade level units.

COMPREHENSION AND COLLABORATION

Comprehension and collaboration are an integral part of Classroom Conversation. They are also taught directly and applied as students work in collaborative groups on their multimedia projects and dramatic presentations.

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
Initiate collaborative discussions.											●		●		●		●	
Engage in collaborative discussions (one-on-one, in groups, and teacher-led) building on other's ideas and expressing ideas clearly.	■	U2 D2, 4, 7, 9, 12, 14, 17, 19, 22, 24, 27, 29, 32, 34, 37, 39, 42, 44, 47, 49; U3 D2, 4, 7, 9, 12, 14, 17, 19, 22, 24, 29, 32, 34, 37, 39, 44, 47, 49; U5 D2, 4, 7, 9; U6 D2, 4, 7, 9, 12, 14, 17, 19, 22, 24, 27, 29, 32, 34, 37, 39, 42, 44, 47, 49; U7 D2, 4	■	U2 D2, 4, 7, 9, 12, 14, 17, 19, 22, 24, 27, 29, 32, 34, 37, 39, 42, 44, 47, 49; U3 D2, 4, 7, 9, 12, 14, 17, 19, 22, 24, 29, 32, 34, 37, 39, 44, 47, 49; U5 D2, 4, 7, 9; U6 D2, 4, 7, 9, 12, 14, 17, 19, 22, 24, 27, 29, 32, 34, 37, 39, 42, 44, 47, 49; U7 D2, 4	■	U2D2, 4, 7, 9, 12, 14, 17, 19, 22, 24, 27, 29, 32, 34, 37, 39, 42, 44, 47, 49; U3D2, 4, 7, 9; U4D2, 4, 7, 9, 12, 14, 17, 19, 22, 24, 27-29, 32, 34, 37, 39, 42, 44, 47, 49; U5D2, 4, 6, 9; U6D2, 4, 7, 9, 12, 14, 17, 19, 22, 24, 27, 29, 32, 34, 37, 39, 42, 44, 47, 49; U7D2, 4	■	U2D2, 4, 7, 9, 12, 14, 17, 19, 22, 24, 27, 29, 32, 34, 37, 39, 42, 44, 47, 49; U3D2, 4, 7, 9; U4D2, 4, 7, 9, 12, 14, 17, 19, 22, 24, 27, 29, 32, 34, 37, 39, 42, 44, 47, 49; U5D2, 4, 7, 9; U6D2, 4, 7, 9,12, 14, 17, 19, 22, 24, 27, 29, 32, 34, 37, 39, 42, 44, 47, 49; U7D2, 4	■	U2D2, 4, 7, 9, 12, 14, 17, 19, 22, 24, 27, 29, 32, 34, 37, 39, 42, 44, 47, 49; U3D2, 4, 7, 9; U4D2, 4, 7, 9, 12, 14, 17, 19, 22, 24, 27, 29, 32, 34, 37, 39, 42, 44, 47, 49; U5D2, 4, 7, 9; U6D2, 4, 7, 9,12, 14, 17, 19, 22, 24, 27, 29, 32, 34, 37, 39, 42, 44, 47, 49; U7D2, 4	●		●		●		●	
Come to discussions prepared and draw on that preparation to participate in a thoughtful, well-reasoned exchange of ideas.	●		●		●		●		●		●		●		●		●	
Follow agreed-upon rules.	●		●		●		●		●		●		●		●		●	
Carry out assigned roles.	●		●		●		●		●		●		●		●		●	

COMPREHENSION AND COLLABORATION (CONTINUED)

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
Establish individual roles.					●		●		●		●		●		●		●	
Set specific goals and deadlines.	●		●		●		●		●		●		●		●		●	
Work with peers to promote civil, democratic discussions and decision-making.											●		●		●		●	
Self-monitor comprehension of information presented.	●		●		●		●		●		●		●		●		●	
Pose and respond to questions and make comments that contribute to the discussion and clarify information.	●		●		●		●		●		●		●		●		●	
Make comments that link to and elaborate on remarks of others.	●		●		●		●		●		●		●		●		●	
Ask and respond to questions that relate the discussion to broader themes or larger ideas.											●		●		●		●	
Clarify, verify or challenge ideas and conclusions.	●		●		●		●		●		●		●		●		●	
Promote divergent and creative perspectives.															●		●	

COLLABORATIVE DISCUSSIONS

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

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
Review key ideas expressed, explain their own ideas, and draw conclusions.	●		●		■	U6D38, 39	●		■	U6D25, 26	●		●		●		●	
Acknowledge new information expressed by others and modify, qualify, or justify their own views in light of the evidence presented.							●		■	U6D25, 26	●		●		●		●	
Respond thoughtfully to diverse perspectives.											●		●		●		●	
Synthesize comments, claims, and evidence made on all sides of an issue, and resolve contradictions.											●		●		●		●	
Determine information or research needed to deepen the investigation or complete the task.											●		●		●		●	
In response to a text read aloud or information presented in diverse media and formats.																		
Determine the main ideas and supporting details.	●		■	U2 D35, 38, 39; U6 D10, 13, 18, 23	■	U6D35, 37-39	■	U2D48; U6D7	■	U4D13-15; U6D16, 18, 44, 46	●		●		●		●	
Paraphrase or summarize the text or information.	●		●		■	U2D19, 26, 28, 36, 37, 46, 47; U5D4; U6D18, 19	■	U2D13, 17; U4D8, 9, 14, 33, 39, 48, 49; U6D11, 13, 17, 21, 23, 27, 37, 42	■	U3D9; U4D18, 19; U6D23, 33, 35, 45, 47	●		●		●		●	
Analyze information and explain how the ideas clarify the topic.					■	U2D48, 49	●		●		●		●		●		●	

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
IN COLLABORATIVE DISCUSSIONS (CONTINUED)																		
Analyze the purpose of information presented, evaluate the motives behind its presentation, and evaluate its creditability and accuracy.									■	U6D42, 43	●		●		●		●	
PRESENTATION OF KNOWLEDGE AND IDEAS Students present knowledge and ideas as they present their multimedia projects and their essays.																		
Report on a topic or text, tell a story, recount an experience, or present an opinion in an organized manner.	●		■	U4 D37, 38; U6 D38, 39	■	U3D9	■	U4D6, 7	■	U5D8	●		●		●		●	
Present information, claims and findings, and supporting evidence in a clear, concise, logical manner.					■	U2D37; U4D37; U5D10; U6D38; U7D5	■	U2D42; U3D9; U4D43, 44; U6D41, 42; U7D4	■	U2D43, 44; U4D44; U5D9; U6D42, 43, 45; U7D4	●		●		●		●	
When reporting or presenting,																		
Speak clearly, accurately, and fluently at an understandable pace, using appropriate delivery for a variety of audiences and purposes.	●		■	U2 D25, 38; U4 D36; U5 D10; U6 D38, 39; U7 D5	●		●		●		●		●		●		●	
Use appropriate eye contact, adequate volume, and clear pronunciation when speaking.	●		●		●		●		●		●		●		●		●	
Sequence ideas logically and emphasize salient points in a focused, coherent manner.	●		●		●		●		●		●		●		●		●	
Include appropriate facts and well-chosen details, using sound reasoning.	●		●		●		●		●		●		●		●		●	

PRESENTATION OF KNOWLEDGE AND IDEAS (CONTINUED)

	GRADE 4	UNIT	GRADE 5	UNIT	GRADE 6	UNIT	GRADE 7	UNIT	GRADE 8	UNIT	GRADE 9	UNIT	GRADE 10	UNIT	GRADE 11	UNIT	GRADE 12	UNIT
Convey a clear and distinct perspective.															●		●	
Adapt speech to a variety of contexts and tasks, using formal English when appropriate.	●		●		●		●		●		●		●		●		●	
Use knowledge of language and its conventions.	●		●		●		●		●		●		●		●		●	
Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes, clarify information, emphasize points, strengthen claims and evidence, enhance understanding, and add interest	●		■	U5 D1-4, 6, 7	■	U5D2-4, 8, 9	■	U2D48, 49; U5D1-4	■	U5D2, 5, 6	●		●		●		●	

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