



**Alignment to the
Common Core State Standards Initiative**

College and Career Readiness Anchor Standards and
English Language Arts Standards for Reading

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Introduction

As an endorsing partner of the Common Core State Standards Initiative, the Success for All Foundation wishes to provide comprehensive documentation of how our Reading Wings 4th Edition curriculum aligns to the reading standards. The Common Core State Standards outline core conceptual understandings that are necessary for success in real-world settings such as college and careers.

Much like Reading Wings 4th Edition, the standards are researched and evidence based. In addition, the standards are aligned with college and work expectations, they are rigorous, and they are internationally benchmarked. Each standard was meticulously chosen as it relates to college and career readiness. The standards also emphasize, as does the Reading Wings curriculum, the importance of both literary and nonfiction texts in an English Language Arts curriculum.

The standards for reading provide ten anchor standards based on key ideas and details (1–3), craft and structure (4–6), integration of knowledge and ideas (7–9), and range of reading and level of text complexity (10) that are the same across two concentrations: literature and informational text. The objectives that support the anchor standards in each of these two sections differ. The standards for the foundational skills of reading provide two standards for grades 2–5 based on phonics and word recognition (3) and fluency (4).

The standards for writing provide ten anchor standards based on text types and purposes (1–3), production and distribution of writing (4–6), research to build and present knowledge (7–9), and range of writing (10).

The standards for speaking and listening provide six anchor standards based on comprehension and collaboration (1–3) and presentation of knowledge and ideas (4–6).

The standards for language provide six anchor standards based on conventions of standard English (1 and 2), knowledge of language (3), and vocabulary acquisition and use (4–6).

The standards call for students to continually improve upon the skills they have already learned and to use those skills in more complex activities. They call for students to be critical readers of all materials, to engage with the stories and texts, apply their background knowledge, and utilize what they read to build their understanding of not only the texts, but also the world they live in. This alignment shows that SFAF's Reading Wings 4th Edition program aligns with these goals and the standards as outlined by the Common Core State Standards Initiative.

This document is organized as follows:

Section I: Provides narrative detail of how and where the anchor standards for reading are addressed in the Reading Wings 4th Edition curriculum for all grade levels

Section II: Provides lesson titles that address the standards for reading literature by grade level

Section III: Provides lesson titles that address the standards for reading informational text by grade level

Section IV: Provides specific lesson titles that address the foundational skills for reading by grade level for grades 2–5 (They do not exist for grade 6.)

Section V: Provides narrative detail of how and where the anchor standards for writing are addressed in the Reading Wings 4th Edition curriculum for all grade levels

Section VI: Provides lesson titles that address the writing standards by grade level

Section VII: Provides narrative detail of how and where the anchor standards for speaking and listening are addressed in the Reading Wings 4th Edition curriculum for all grade levels

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Section IX: Provides narrative detail of how and where the anchor standards for language are addressed in the Reading Wings 4th Edition curriculum for all grade levels

Section X: Provides lesson titles that address the language standards by grade level

For more information on the Common Core State Standards Initiative, please visit <http://www.corestandards.org>.

Text Complexity and Leveling Texts

The Common Core State Standards Initiative specifies that text complexity increases throughout the years of school and that students should develop their reading skills and be able to apply those skills to more complex texts. The standards describe a three-part model for measuring text complexity: qualitative, quantitative, and reader and task consideration. SFAF uses a similar approach, taking into consideration the same qualities when determining in which level a particular text should be placed to achieve the most accurate placement.

Qualitative assessments of text require informed decision-making. The qualitative measures given in appendix A of the standards are: levels of meaning (literary text) or purpose (informational text), structure, language conventionality and clarity, and knowledge demands. The SFAF development team assesses texts using these same categories to develop a qualitative estimate of where the book should be placed. This assessment aids in leveling, especially when looking at variances in quantitative assessments of texts.

There are various quantitative leveling systems that can be used to help with placement of texts. They use various methods to determine a text's level, mostly based on word and sentence length. Since each system differs, the methods often arrive at different determinations of level. Thus, it is important to take into account multiple quantitative measures when leveling texts. SFAF development teams use quantitative measures from Lexile scores, Flesch-Kincaid, Accelerated Reader, and Scholastic to determine a text's level.

Finally, the standards recommend investigating reader and task considerations. When reviewing texts and their levels, we take into account their content in addition to which skill and which level of skill use the reader will need. For example, if all the quantitative measures place a text at the early fourth-grade level, but the targeted skill for the lesson is sophisticated, such as independent use of identifying and describing the mood of a story, then that text may be placed toward the end of the fourth-grade curriculum.

The use of these three leveling methods, as described by the standards and as employed by SFAF, ensures that texts are placed at an appropriate developmental level for students and at an appropriate instructional level for their abilities.

Text Exemplars

A list of text exemplars exists in Appendix B of the Common Core State Standards. Reading Wings 4th Edition does not include all these texts. These lists are a resource for educators to choose texts from, based on their students' needs, to ensure that the selected texts fall within particular grade bands as described in the three-pronged criteria described above. The text exemplars are types of texts that can be included in each band for student reading and for reading aloud.

Because SFAF employs the same system as the standards for leveling texts, the trade books we have chosen for the Reading Wings 4th Edition curriculum fit within the framework of the text exemplars.

Section I: Alignment to the College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

The Reading Wings 4th Edition curriculum focuses on student comprehension of a variety of texts from basic information and details to using the information gathered and background knowledge to draw conclusions from and formulate opinions on the text. Specific parts of the daily lesson plans that call for students to process information for complete comprehension include:

- Team Talk questions—Students discuss multiple comprehension questions and write the answer to one. The anticipated responses call for students to provide textual support for their answers to receive maximum points.
- Team and class discussions—Students process their comprehension by discussing their strategy use and the answers to their written Team Talk question and by connecting other ideas from the text.
- Student test—Students individually answer, and then discuss in teams, the answers to multiple comprehension questions, with specific focus on providing supported answers to a question that is based on a targeted comprehension skill.
- Adventures in Writing—This writing activity is based on the student reading and requires students to further their comprehension through a written project.

Related targeted skills: drawing conclusions and story structure

Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Students utilize graphic organizers throughout Reading Wings 4th Edition to determine and organize ideas within a text.

- Narrative lessons are based on the use of a story map that requires students to determine the characters, setting, problem, events, and solution in the story. Students use this visual aid to support comprehension and keep central ideas in mind as they proceed with lesson activities such as comprehension questions. They also use the organizer to summarize the solution to the main problem in the story.
- Expository lessons utilize one of a variety of graphic organizers based on individual text structures (e.g., idea tree, T-chart, Venn diagram, sequence chain). Each of these organizers helps students to visualize the central concepts of nonfiction pieces and to determine which supporting details relate to the main ideas. In addition, the expository process incorporated in Reading Wings 4th Edition calls for students to create a summary of the text during each cycle.
- Summarizing is addressed through comprehension-monitoring strategy lessons called the Savvy Reader. Through these lessons, students learn the basic tenants of summarizing by choosing main or central ideas and supporting details, while eliminating less important details.

Related targeted skills: main idea, setting, summarizing, and theme

Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Targeted skill instruction throughout the Reading Wings 4th Edition curriculum asks students to make connections between ideas to improve their comprehension.

- Narrative lessons teach students to analyze characters and how they change over the course of a story in relation to the main problem and its solution. In addition, students must analyze story events to understand their relevance to the main problem and their effect on the characters. This process helps students to draw appropriate conclusions from the story and to better understand the resolution of the story's problem and the characters' dilemmas.
- Expository lessons teach students to identify main ideas and supporting details such that they can understand the interaction between the two and draw appropriate conclusions. This helps students to better comprehend the big topic of each text and to gain a greater understanding of how the topic relates to the world around them. By the end of an expository lesson, students understand a full picture of the topic and can relate it to their world.
- Predicting and questioning are addressed through comprehension-monitoring strategy lessons called the Savvy Reader. Through these lessons, students learn to engage with stories and texts. Through analysis of what they read, students learn to predict what will come next and to assess whether their expectations are correct. They also learn to deepen their understanding of the characters, plots, and topics by questioning information to ensure understanding and gain deeper knowledge.

Related targeted skills: cause and effect, compare and contrast, problem and solution, sequencing, story structure, characterization, mood, plot, setting, theme, predicting, and questioning

Craft and Structure

Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Initial instruction in the Reading Wings 4th Edition curriculum targets clarifying, a core comprehension-monitoring strategy taught through the Savvy Reader lessons. The clarifying strategy gives students the basic knowledge that they should stop when they do not understand something they have read and try to clarify it. Clarifying instruction begins at the word level and then progresses to sentence, paragraph, and whole-text comprehension. In addition, vocabulary instruction provides students with experience in building meaning with words and in word-study skills.

- Through the use of a clarifying-strategy reference card, students learn strategies to support their reading comprehension. They learn to blend, chunk, look for base words, or reread to clarify at the word level. They also learn to use context clues, reread, read on, use background knowledge, and make mind movies to clarify beyond words. These strategies are used by students and monitored throughout the curriculum as students clarify when reading all texts, not just those that are part of the Savvy Reader lessons.
- Vocabulary and Word Power instruction helps students to identify, read, and understand words from the student text, both literally and conceptually. Word Power lessons also provide instruction in word-study skills (e.g., base word plus ending, abbreviations, Greek and Latin roots).
- Students learn more about the use of words in author's craft targeted skill lessons such as figurative-language and literary-technique instruction. In these more advanced lessons, students learn the impact that words and phrases have on the author's purpose and tone. They learn that sometimes words must be interpreted, not just read in the literal sense. These skills help students to gain a greater appreciation for written works and to learn how words impact a text as a whole.

Related targeted skills: clarifying, figurative language, and literary techniques

Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Specific targeted skills in the Reading Wings 4th Edition curriculum address the topic of text structures in Targeted Treasure Hunts.

- In narrative lessons, story-structure, author's purpose, and genre-structure lessons develop students' sense of a text as a whole. These skills enable students to comprehend a text as a whole work, rather than as a series of isolated passages. Story-structure lessons teach students that, in general, narrative works follow a similar form with characters, a setting, a problem, main events, and resolution. These lessons not only help students know what to expect from a particular story, but also to see how a story relates to previous works they have read. Author's purpose lessons help students to understand what the author wants them to gain from reading the story and to expand their comprehension beyond the story's details. Finally, genre-structure lessons give students a better understanding of literature in general and how stories fall into specific categories. This knowledge and the ability to identify a text's genre before reading gives students the background knowledge necessary to anticipate and better comprehend what they read.
- In expository lessons, text-feature and text-structure lessons help students to grapple with nonfiction texts and to anticipate what they will read about and how it is organized. Text-feature lessons show students not to overlook any of the additional information included in these features, which add to their understanding of the big topic and the text as a whole. Text-structure lessons help students to categorize a nonfiction text by using their understanding of expository texts in general. This helps students anticipate and better comprehend what they read.

Related targeted skills: story structure, author's purpose, genre structure, text features, and text structure

Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.

Specific targeted skills in the Reading Wings 4th Edition curriculum address the idea of character and author point of view in addition to the author's purpose.

- In narrative lessons, students learn the difference between the author's voice and the characters' points of view. While specific advanced lessons may target point of view as a skill, more often students are exposed to and learn about varying points of view in characterization lessons. These lessons help students understand how an author develops each character and how different characters have different opinions and will react differently to the scenarios they encounter. Understanding character point of view helps students to better comprehend the text as a whole and allows them to anticipate a character's reactions.
- In expository lessons, students identify the big topic, which helps them understand the author's purpose. In fact-and-opinion lessons, students learn to distinguish between subjective information that helps them to identify the author's point of view on a topic and the author's purpose for writing the text and why he or she wrote it in the manner or format in which it exists.

Related targeted skills: author's purpose, characterization, point of view, main idea, and fact and opinion

Integration of Knowledge and Ideas

Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Reading Wings 4th Edition lessons encourage students to utilize all aspects of a story or text, including any supporting media, to aid in comprehension.

- In narrative lessons, the teacher models how and students learn to evaluate illustrations to aid their comprehension of a story.
- In expository lessons, the teacher models how and students learn to include analysis of text features in their comprehension of a text.
- Background videos help students conceptualize the topic of a story or text and help them develop questions before they begin to read.
- Student-process videos ask students to analyze what they see student teams doing in a video and then ask students to evaluate the students in the videos and utilize the explained process in their own student work.
- Fluency videos ask students to evaluate videos of students who are demonstrating fluency, or a lack thereof, and to assign appropriate fluency scores.
- Strategy videos ask students to engage in core comprehension-monitoring strategies and build excitement about using the strategy to aid in students' own reading.
- Active instruction of targeted skills is also available for presentation on interactive whiteboards, which helps students to visualize skill use and shows graphic organizers and other student tasks visually for better comprehension.

Related targeted skills: text features

Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

All targeted skills in Reading Wings 4th Edition lessons ask students to grapple with information by evaluating it and seeing how it relates to the text as a whole and to provide evidence for their thinking. Students engage in this process at different levels throughout the curriculum. Introduction-and-definition lessons, in addition to prompt-and-reinforce lessons, set the stage for this process and build students' understanding of the purpose for reading and evaluating so they can independently evaluate stories and texts in the independent-use lessons taught in subsequent grades.

Related targeted skills: author's purpose, compare and contrast, cause and effect, drawing conclusions, fact and opinion, main idea, and sequencing

Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Specific lessons in the Reading Wings 4th Edition curriculum ask students to compare texts in one of several ways:

- Narrative to narrative: for example, compare plots or outcomes across two stories.
- Expository to expository: for example, comparing the texts' structures or two texts by the same author.
- Narrative to expository: for example, how does understanding an expository topic help the reader understand the plot of a story?
- Narrative or expository to drama, poetry, or functional text: for example, how do these two forms of text complement each other and increase one's comprehension of both?

Range of Reading and Level of Text Complexity

Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

In the Reading Wings 4th Edition curriculum, each targeted skill is taught through a progression of three instructional levels, a design that gradually releases responsibility for skill usage to the student. Skill instruction takes place during Active Instruction and is labeled according to its level of instruction. During each type, students gain comprehension through varying levels of support from the teacher until they can comprehend sophisticated texts independently. In addition, as the grade level increases, the amount of teacher support decreases. The three levels of skill instruction are:

- **Introduction and definition:** These lessons integrate teacher modeling of targeted skills through Think Alouds to help students relate to the skill and its usage in reading and beyond. This level emphasizes the signal words for each skill that will help students understand when to use the skill and better answer comprehension questions. Introduction-and-definition lessons are most prominent at lower grade levels, but still occur for more advanced comprehension and author's craft skills at higher grade levels.
- **Prompt and reinforce:** This level of skill instruction assumes that students have a basic understanding of what the skill is and of its signal words. These lessons appear after the initial introduction-and-definition lesson of a particular skill. The teacher provides initial modeling with the intent to promote students' use of the skill. The teacher is instructed to engage students through cooperative-learning techniques so they share their comprehension to demonstrate skill use. The teacher reinforces successful demonstration of skill use to build students' confidence and to prepare them for independent skill use.
- **Independent use:** These lessons begin at level 4 and increase with each grade level for basic and advanced skills. They assume that students have mastered skill use with teacher support and can follow the basic structure of skill use on their own as they read and comprehend increasingly sophisticated texts.

Section II: Alignment to English Language Arts Standards for Reading: Literature

Grade 2

Key Ideas and Details

Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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.

- The Savvy Reader Questioning
- Story structure: *Jessica*
- Drawing conclusions: *Jamaica's Find*

Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
<ul style="list-style-type: none"> • The Savvy Reader Summarizing • Plot: <i>The Wednesday Surprise</i> • Story structure: <i>Jessica</i> • Throughout the Reading Wings curriculum, students read a variety of texts that represent different cultures and different versions of popular stories.
Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
RL.2.3. Describe how characters in a story respond to major events and challenges.
<ul style="list-style-type: none"> • Characterization: <i>Julius and Miss Priss</i> • Problem and solution: <i>Arthur’s New Puppy, Mr. Putter & Tabby Walk the Dog, The Boy Who Didn’t Believe in Spring, and Who Has Time?</i>
Craft and Structure
Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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.
<ul style="list-style-type: none"> • Figurative language: <i>Julian Dream Doctor, cycle 1 and Silver Seeds</i>
Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
<ul style="list-style-type: none"> • Story structure: <i>Jessica</i>
Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.
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.
<ul style="list-style-type: none"> • Characterization: <i>Julius and Miss Priss</i>
Integration of Knowledge and Ideas
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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.
<ul style="list-style-type: none"> • Characterization: <i>Julius and Miss Priss</i> • Setting: <i>Gila Monsters Meet You at the Airport, Abuela</i> • Plot: <i>The Wednesday Surprise</i> • Background video included in: <i>The Boy Who Didn’t Believe in Spring</i>

Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RL.2.8. (Not applicable to literature)

Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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.

- **Linked lessons:** *The Boy Who Didn't Believe in Spring* and *Who Has Time?*
*Note: These two lessons are not versions of the same story, but they ask students to make comparisons between the problems and solutions in the stories and how the characters deal with their scenarios.
- Throughout the Targeted Treasure Hunt lessons, students are asked use discussion to compare and contrast elements of various texts that have similar topics when building background or activating prior knowledge, when making connections to the listening-comprehension text, and through Team Talk Extenders.
*Note: These activities mostly ask students to compare and contrast two different texts by various authors.
- **Linked to drama:** *Arthur's New Puppy* and *Washes for Waggers*; *Julius* and *Miss Priss*; *Nate the Great* and *The Mystery of the Stolen Hair Ribbons*; and *Truman's Aunt Farm* and *The Scavenger Hunt*
*Note: These activities mostly ask students to compare and contrast two different texts by various authors.

Range of Reading and Level of Text Complexity

Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

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.

- The Savvy Reader Clarifying
- Prompt-and-reinforce lessons: *The Mystery of the Stolen Hair Ribbons*, *Mole Bakes Bread*, and *Truman's Aunt Farm*

Grade 3

Key Ideas and Details

Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

- The Savvy Reader Questioning
- Story structure: *The Pocket Watch* and *The Paper Bag Princess*
- Drawing conclusions: *Lon Po Po*

Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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.
<ul style="list-style-type: none"> • Theme: <i>Walking for Freedom: The Montgomery Bus Boycott</i>, cycle 2 • Plot: <i>Mufaro’s Beautiful Daughters</i> • Throughout the Reading Wings 4th Edition curriculum, students read a variety of texts that represent different cultures and different versions of popular stories.
Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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.
<ul style="list-style-type: none"> • Characterization: <i>Dinosaurs Before Dark</i> cycle 2; and <i>Chang’s Paper Pony</i> • Problem and solution: <i>A New Coat for Anna</i>; <i>Too Many Tamales</i>; <i>Freckle Juice</i>; and <i>Walking for Freedom: The Montgomery Bus Boycott</i>, cycle 1 • Sequence: <i>My Grandma</i>, <i>Major League Slugger</i>
Craft and Structure
Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
<ul style="list-style-type: none"> • The Savvy Reader Clarifying • Figurative language: <i>The Great Frog Race and Other Poems</i>
Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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.
<ul style="list-style-type: none"> • Story structure: <i>The Pocket Watch</i> and <i>The Paper Bag Princess</i> • Plot: <i>Mufaro’s Beautiful Daughters</i> • Problem and solution: <i>A New Coat for Anna</i>; <i>Too Many Tamales</i>; <i>Freckle Juice</i>; <i>Walking for Freedom: The Montgomery Bus Boycott</i>, cycle 1 • Poetry: <i>Dreaming Big Dreams and Other Poems</i> and <i>The Great Frog Race and Other Poems</i> • Drama: <i>The Pocket Watch</i>, <i>The Three Little Pigs</i>, <i>I Don’t Like Different</i>, and <i>Merlin’s Pupil</i>
Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.
RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.
The Team Talk Extender questions in each Reading Wings lesson often ask students to consider the character’s or narrator’s point of view and compare that to their own points of view.

Integration of Knowledge and Ideas
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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).
<ul style="list-style-type: none"> • Characterization: <i>Chang’s Paper Pony</i>
Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
RL.3.8. (Not applicable to literature)
Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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).
<ul style="list-style-type: none"> • Linked lessons: <i>The Three Little Javalinas</i> and <i>The Three Little Pigs</i> and <i>Mufaro’s Beautiful Daughters</i> and <i>Lon Po Po</i> <small>*Note: These texts are not written by the same authors, but the lessons ask students to compare the themes, settings, and plots in both stories.</small> • Throughout the Targeted Treasure Hunt lessons, students are asked to use discussion to compare and contrast elements of various texts that have similar topics when building background or activating prior knowledge, when making connections to the listening-comprehension text, and through Team Talk Extenders. • Linked to drama: <i>Too Many Tamales</i> and <i>The Pocket Watch</i>, and <i>Merlin and the Dragons</i> and <i>Merlin’s Pupil</i> <small>*Note: These activities mostly ask students to compare and contrast two different texts by various authors.</small>
Range of Reading and Level of Text Complexity
Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.
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.
<ul style="list-style-type: none"> • Prompt-and-reinforce lessons: <i>Too Many Tamales</i>; <i>The Three Little Pigs</i>; <i>MyGrandma</i>, <i>Major League Slugger</i>; <i>Freckle Juice</i>; <i>I Don’t Like Different</i>; <i>Merlin and the Dragons</i>; <i>Merlin’s Pupil</i>; and <i>Chang’s Paper Pony</i>

Grade 4

Key Ideas and Details

Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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.

- The Savvy Reader Clarifying
- The Savvy Reader Questioning
- The Savvy Reader Predicting
- Story structure: *The Midnight Horse*
- Drawing conclusions: *Fantastic Mr. Fox*; *Tales of a Fourth Grade Nothing*; *Charlotte's Web*; *Honey I Love*

Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

- Theme: *Uncle Jed's Barbershop*
- The Savvy Reader Summarizing

Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a 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).

- Characterization: *Tales of a Fourth Grade Nothing*; *The Lions and the Antelope*; *Charlotte's Web*
- Setting: *Charlotte's Web*
- Story structure: *The Midnight Horse*
- Plot: *Charlotte's Web*
- Compare and contrast: *Tales of a Fourth Grade Nothing* and *All for the Better: A Story of El Barrio*

Craft and Structure

Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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).

- The Savvy Reader Clarifying
- Figurative language: *The Midnight Horse*, cycle 1
- Word Power: Connotation-and-denotation lessons (*Charlotte's Web*; *The Midnight Horse*; *Travel Brochure*; and *To the Top! Climbing the World's Highest Mountain*)

Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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.

- Poetry: *A Writing Kind of Day* and *Home: A Journey Through America*
- Drama: *Stumpy the Stubborn Squirrel*, *The Lions and the Antelope*, *Terrible Tommy*, and *Finding Fort Laramie*
- Adventures in Writing: *Honey, I Love*
*Note: The writing activity included in this lesson discusses the structural elements of a poem.
- Adventures in Writing: *Song of the Trees*
*Note: The writing activity included in this lesson discusses personification, and students write a poems using the structural elements.

Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.

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.

- *Tales of a Fourth Grade Nothing*

Integration of Knowledge and Ideas

Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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.

- Background video included in: *Fantastic Mr. Fox*; *Song of the Trees*

Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RL.4.8. (Not applicable to literature)

Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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.

- Throughout the Targeted Treasure Hunt lessons, students are asked to use discussion to compare and contrast elements of various texts that have a similar topics when building background or activating prior knowledge, when making connections to the listening-comprehension text, and through Team Talk Extenders.
- Linked to drama: *The Wump World* and *Stumpy the Stubborn Squirrel*, *Tales of a Fourth Grade Nothing* and *The Lions and the Antelope*, *The Midnight Horse* and *Terrible Tommy*, and *...If You Traveled West in a Covered Wagon* and *Finding Fort Laramie*
*Note: These activities mostly ask students to compare and contrast two different texts by various authors.

Range of Reading and Level of Text Complexity
Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.
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.
<ul style="list-style-type: none"> • Prompt-and-reinforce lessons: <i>Fantastic Mr. Fox</i>, cycles 1 and 2; <i>The Wump World</i>; <i>Stumpy the Stubborn Squirrel</i>; <i>Tales of a Fourth Grade Nothing</i>, cycles 1 and 3; <i>The Lions and the Antelope</i>; <i>Charlotte’s Web</i>, cycles 1 and 3; <i>Terrible Tommy</i>; <i>All for the Better: A Story of El Barrio</i>; <i>To the Top! Climbing the World’s Highest Mountain</i>; and <i>Finding Fort Laramie</i> • Independent-use lessons: <i>Honey, I Love</i>

Grade 5
Key Ideas and Details
Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<ul style="list-style-type: none"> • The Savvy Reader Clarifying • The Savvy Reader Questioning • The Savvy Reader Predicting • Drawing conclusions: <i>Darnell Rock Reporting</i>, cycle 1; <i>Bridge to Terabithia</i>, cycle 3; and <i>Belle Prater’s Boy</i>, cycle 4
Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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.
<ul style="list-style-type: none"> • Theme: <i>Hey World, Here I Am!</i> and <i>Tanya’s Stylish Suits</i> • Characterization: <i>The Wrong Choice</i>; <i>Bridge to Terabithia</i>, cycle 1; <i>Belle Prater’s Boy</i>, cycles 2 and 3; and <i>Misty of Chincoteague</i>, cycle 2 • The Savvy Reader Summarizing
Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a 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 (e.g., how characters interact).
<ul style="list-style-type: none"> • Compare and contrast: <i>Darnell Rock Reporting</i>, cycle 3; <i>Belle Prater’s Boy</i>, cycle 1; <i>To Fly or Not to Fly</i>; and <i>Dear Benjamin Banneker</i> <small>*Note: <i>Dear Benjamin Banneker</i> compares characters and events between two different stories by two different authors.</small> • Characterization: <i>The Wrong Choice</i>; <i>Bridge to Terabithia</i>, cycle 1; <i>Belle Prater’s Boy</i>, cycles 2 and 3; and <i>Misty of Chincoteague</i>, cycle 2

Craft and Structure
Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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.
<ul style="list-style-type: none"> • Figurative language: <i>Brown Honey in Broomwheat Tea</i> • The Savvy Reader Clarifying
Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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.
<ul style="list-style-type: none"> • Story structure: <i>Darnell Rock Reporting</i>, cycle 2 • Drama: <i>The Wrong Choice</i>, <i>The Great Fire</i>, <i>To Fly or Not to Fly</i>, and <i>Tanya's Stylish Shoes</i> • Poetry: "Birches," <i>Brown Honey in Broomwheat Tea</i>, and <i>Hey World, Here I Am!</i>
Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.
RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.
<ul style="list-style-type: none"> • Point of view: <i>Charlie and the Chocolate Factory</i>
Integration of Knowledge and Ideas
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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).
<ul style="list-style-type: none"> • Background video included in: <i>Misty of Chincoteague</i>, cycle 1
Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
RL.5.8. (Not applicable to literature)

Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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.

- Linked lessons: *William Shakespeare & the Globe* and *Dear Benjamin Banneker*
*Note: These linked lessons ask students to compare and contrast characters and events in two different biographies.
- Throughout the Targeted Treasure Hunt lessons, students are asked to use discussion to compare and contrast elements of various stories that have similar topics or themes when building background or activating prior knowledge, when making connections to the listening-comprehension text, and through Team Talk Extenders.
- Linked to drama: *Darnell Rock Reporting* and *The Wrong Choice, ...If You Lived at the Time of the Great San Francisco Earthquake* and *The Great Fire, Misty of Chincoteague* and *To Fly or Not to Fly*, and *Hey World, Here I Am!* and *Tanya's Stylish Suits*
*Note: These activities mostly ask students to compare and contrast two different stories by various authors.

Range of Reading and Level of Text Complexity

Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

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 proficiently.

- Independent-use lessons: *The Great Fire*; *Belle Prater's Boy*; *Misty of Chincoteague*, cycles 2 and 3; *Dear Benjamin Banneker*; and *Tanya's Stylish Suits*

Grade 6

Key Ideas and Details

Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- The Savvy Reader Clarifying
- The Savvy Reader Questioning
- The Savvy Reader Predicting
- Drawing conclusions: *From the Mixed-up Files of Mrs. Basil E. Frankweiler*, cycle 3 and *Dave at Night*, cycle 3

<p>Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>
<p>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.</p>
<ul style="list-style-type: none"> • Theme: <i>Number the Stars</i>, cycle 3; <i>The Storyteller</i>; <i>The Bridge to Goodness</i>; and <i>Julie of the Wolves</i>, cycle 2 • Plot: <i>Dave At Night</i>, cycle 5 and <i>The Lion, the Witch and the Wardrobe</i>, cycle 5 • The Savvy Reader Summarizing
<p>Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>
<p>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.</p>
<ul style="list-style-type: none"> • Plot: <i>Dave at Night</i>, cycle 5 and <i>The Lion, the Witch and the Wardrobe</i>, cycle 5 • Characterization: <i>Number the Stars</i>, cycle 1; <i>Dave at Night</i>, cycle 4; <i>The Lion, the Witch and the Wardrobe</i>, cycle 4; and <i>Julie of the Wolves</i>, cycle 3 • Sequencing: <i>From the Mixed-up Files of Mrs. Basil E. Frankweiler</i>, cycle 2 • Story structure: <i>Dave at Night</i>, cycle 1
<p>Craft and Structure</p>
<p>Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>
<p>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.</p>
<ul style="list-style-type: none"> • The Savvy Reader Clarifying • Literary techniques: <i>Knock at a Star: A Child’s Introduction to Poetry</i> and <i>The Lion, the Witch and the Wardrobe</i>, cycle 3 • Figurative language: Team Talk questions and comprehension questions on the tests include those that are based on the targeted skill and nontargeted skills, which can include figurative language. • Word Power lessons: Connotation-and-denotation lessons (<i>From the Mixed-up Files of Mrs. Basil E. Frankweiler</i>, cycle 1; <i>Dave at Night</i>, cycle 2; <i>The Lion, the Witch and the Wardrobe</i>, cycle 5; <i>Julie of the Wolves</i>, cycle 4; and <i>The Out-of-Towners</i>)
<p>Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>
<p>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.</p>
<ul style="list-style-type: none"> • Story structure: <i>Dave at Night</i>, cycle 1 • Theme: <i>Number the Stars</i>, cycle 3; <i>The Storyteller</i>; <i>The Bridge to Goodness</i>; and <i>Julie of the Wolves</i>, cycle 2 • Plot: <i>Dave at Night</i>, cycle 5 and <i>The Lion, the Witch and the Wardrobe</i>, cycle 5 • Setting: <i>Julie of the Wolves</i>, cycle 1 • Drama: <i>The Storyteller</i>, <i>Fundraising Friends</i>, <i>The Bridge to Goodness</i>, and <i>The Out-of-Towners</i> • Poetry: <i>Knock at a Star: A Child’s Introduction to Poetry</i>

Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.
RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.
<ul style="list-style-type: none"> Point of view: <i>The Lion, the Witch and the Wardrobe</i>, cycle 2
Integration of Knowledge and Ideas
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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.
<ul style="list-style-type: none"> Students can experience texts in different ways in Reading Wings 4th Edition. Often, the teacher reads aloud from the student text for listening comprehension, during which students integrate their listening skills with their learning. In addition, students can present texts in a variety of ways during Book Club. Audio segments, videos, and even live reenactments of scenes from a story are all options to help students explore different ways to experience a written piece. Drama: <i>The Storyteller</i>, <i>Fundraising Friends</i>, <i>The Bridge to Goodness</i>, and <i>The Out-of-Towners</i> Poetry: <i>Knock at a Star: A Child’s Introduction to Poetry</i>
Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
RL.6.8. (Not applicable to literature)
Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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.
<ul style="list-style-type: none"> Throughout the Targeted Treasure Hunt lessons, students are asked to use discussion to compare and contrast elements of various stories that have similar topics or themes when building background or activating prior knowledge, when making connections to the listening-comprehension text, and through Team Talk Extenders. Linked to drama: <i>From the Mixed-up Files of Mrs. Basil E. Frankweiler</i> and <i>The Storyteller</i>; <i>Dave at Night</i> and <i>Fundraising Friends</i>; <i>The Lion, the Witch and the Wardrobe</i> and <i>The Bridge to Goodness</i>; <i>Children of the Dust Bowl: The True Story of the School at Weedpatch Camp</i> and <i>The Out-of-Towners</i> <small>*Note: These activities mostly ask students to compare and contrast two different stories by various authors.</small>
Range of Reading and Level of Text Complexity
Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.
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.
<ul style="list-style-type: none"> Independent-use lessons: <i>Number the Stars</i>, cycle 2; <i>From the Mixed-up Files of Mrs. Basil E. Frankweiler</i>; <i>The Storyteller</i>; <i>Dave at Night</i>, cycles 1–3; <i>The Lion, the Witch and the Wardrobe</i>, cycles 1 and 4; <i>The Bridge to Goodness</i>; and <i>Julie of the Wolves</i>, cycles 2 and 3

**Section III: Alignment to English Language Arts
Standards for Reading: Informational Text**

Grade 2
Key Ideas and Details
Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
RI.2.1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
<ul style="list-style-type: none"> • The Savvy Reader Questioning
Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
<ul style="list-style-type: none"> • Main ideas and supporting details: <i>Squeaking Bats</i>, and <i>In the Time of the Dinosaurs</i>
Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<ul style="list-style-type: none"> • Sequencing: <i>From Seed to Plant</i> and <i>Drink-Carton Space Shuttle</i> • Cause and effect: <i>The Amazing Brain Race</i>, <i>A City Grows</i>, and <i>Using Energy Wisely</i>

Craft and Structure
Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
RI.2.4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
<ul style="list-style-type: none"> • The Savvy Reader Clarifying • Vocabulary routines: Daily vocabulary routines introduce students to domain-specific words in expository lesson cycles and ask them to determine their meanings within and outside of the text.
Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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.
<ul style="list-style-type: none"> • Text features: <i>Rockets and Spaceships</i> and <i>Bugs! Bugs! Bugs!</i>
Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.
RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
<ul style="list-style-type: none"> • TIGRRS: All expository lessons ask students to identify the author’s purpose as part of the TIGRRS process by predicting the author’s purpose before reading and by confirming the author’s purpose during and after reading.
Integration of Knowledge and Ideas
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
<ul style="list-style-type: none"> • Text features: <i>Rockets and Spaceships</i> and <i>Bugs! Bugs! Bugs!</i> • Background video included in: <i>In the Time of the Dinosaurs</i>
Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
RI.2.8. Describe how reasons support specific points the author makes in a text.
<ul style="list-style-type: none"> • Main ideas and supporting details: <i>Squeaking Bats.</i>, and <i>In the Time of the Dinosaurs</i> • Fact and opinion: <i>Wonderfully Weird Animals</i>

Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

- Linked lessons: *In the Time of the Dinosaurs* and *Investigating Your Backyard*
*Note: These two texts do not discuss the same main topic, but the lessons ask students to compare similar subtopics within the two texts.
- Throughout the Targeted Treasure Hunt lessons, students are asked to use discussion to compare and contrast elements of various texts that have similar topics when building background or activating prior knowledge, when making connections to the listening-comprehension text, and through Team Talk Extenders.
- Linked to functional text: *Albert Einstein: Genius of the Twentieth Century* and *The Amazing Brain Race*; *Rockets and Spaceships* and *Drink-Carton Space Shuttle*; and *Plant a Tree, Watch it Grow!*; and *Mole Bakes Bread* and *Springtime Birds' Nests*

Range of Reading and Level of Text Complexity

Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

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.

- Prompt-and-reinforce lessons: *Drink-Carton Space Shuttle*, *In the Time of the Dinosaurs*, *Investigating Your Backyard*, *Using Energy Wisely*, *Bugs! Bugs! Bugs!*, and *Winking, Blinking, Wiggling, Wagging*

Grade 3

Key Ideas and Details

Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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 Savvy Reader Questioning

Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

- The Savvy Reader Summarizing
- Main ideas and supporting details: *Corn Is Maize: The Gift of the Indians*, *Up a Rainforest Tree*, and *American Journeys: Notes from the Midwest*
- TIGRRS: All expository lessons ask students to identify the text structure as part of the TIGRRS process by looking for clues in the text that indicate the text structure and by selecting and completing the appropriate graphic organizer for the text (e.g., compare and contrast, cause and effect, main ideas and supporting details, etc.).

Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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.
<ul style="list-style-type: none"> • Cause and effect: <i>Pompeii...Buried Alive!</i> • Sequencing: <i>Finding the Titanic</i> • TIGRRS: All expository lessons ask students to identify the text structure as part of the TIGRRS process by looking for clues in the text that indicate the text structure and by selecting and completing the appropriate graphic organizer for the text (e.g., compare and contrast, cause and effect, main ideas and supporting details, etc.).
Craft and Structure
Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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.
<ul style="list-style-type: none"> • The Savvy Reader Clarifying • Vocabulary routines: Daily vocabulary routines introduce students to domain-specific words in expository lesson cycles and ask them to determine their meanings within and outside of the text.
Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
<ul style="list-style-type: none"> • Text features: <i>Know Your Food!</i> and <i>Ancient Greece: Where Democracy Began</i>
Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.
RI.3.6. Distinguish their own point of view from that of the author of a text.
<ul style="list-style-type: none"> • Fact and opinion: <i>Visit Italy!</i> and <i>Tut's Mummy Lost...and Found</i>. The exploration of fact and opinion asks students to explore how people view the world, and situations, differently.
Integration of Knowledge and Ideas
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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).
<ul style="list-style-type: none"> • Text features: <i>Know Your Food!</i> and <i>Ancient Greece: Where Democracy Began</i>

Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
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).
<ul style="list-style-type: none"> • Compare and contrast: <i>China: A Rich Past, A Great Future, Ancient Rome: The Greatest Empire, Ancient Egypt: Gods and Pharaohs, American Journeys: Notes from the Northeast</i> • Cause and effect: <i>Pompeii...Buried Alive!</i> • Sequencing: <i>Finding the Titanic</i>
Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.
<ul style="list-style-type: none"> • Linked lessons: <i>American Journeys: Notes from the Midwest</i> and <i>American Journeys: Notes from the Northeast</i> • Throughout the Targeted Treasure Hunt lessons, students are asked to use discussion to compare and contrast elements of various texts that have similar topics when building background or activating prior knowledge, when making connections to the listening-comprehension text, and through Team Talk Extenders. • Linked to functional text: <i>Freckle Juice</i> and <i>Know Your Food!</i>, <i>Ancient Rome: The Greatest Empire</i> and <i>Visit Italy!</i>, and <i>Chang's Paper Pony</i> and <i>Classified Ads</i> • Linked to drama and functional text: <i>The Three Little Javalinas, Pig and Wolf Masks</i>, and <i>The Three Little Pigs</i> <p><small>*Note: These activities mostly ask students to compare and contrast two different texts by various authors.</small></p>
Range of Reading and Level of Text Complexity
Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.
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.
<ul style="list-style-type: none"> • Prompt-and-reinforce lessons: <i>Up a Rainforest Tree, Ancient Rome: The Greatest Empire, Ancient Egypt: Gods and Pharaohs, American Journeys: Notes from the Midwest, American Journeys: Notes from the Northeast</i>

Grade 4

Key Ideas and Details

Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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 Savvy Reader Clarifying
- The Savvy Reader Questioning
- The Savvy Reader Predicting
- Drawing conclusions: *County Fair Sign* and *American Journeys: Notes from the Southeast*

Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

- The Savvy Reader Summarizing
- Main ideas and supporting details: *E-mail*, *The Hopi*, and *Will We Miss Them? Endangered Species*
- TIGRRS: All expository lessons ask students to identify the text structure as part of the TIGRRS process by looking for clues in the text that indicate the text structure and by selecting and completing the appropriate graphic organizer for the text (e.g., compare and contrast, cause and effect, main ideas and supporting details, etc.).

Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a 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.

- Cause and effect: *Your Planet Needs You!*, *Trail of Tears*
- Sequencing: *...If You Traveled West in a Covered Wagon*, cycle 1

Craft and Structure

Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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*.

- The Savvy Reader Clarifying
- Vocabulary routines: Daily vocabulary routines introduce students to domain-specific words in expository lesson cycles and ask them to determine their meanings within and outside of the text.

Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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.
<ul style="list-style-type: none"> • TIGRRS: All expository lessons ask students to identify the text structure as part of the TIGRRS process by looking for clues in the text that indicate the text structure and by selecting and completing the appropriate graphic organizer for the text (e.g., compare and contrast, cause and effect, main ideas and supporting details, etc.).
Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.
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.
<ul style="list-style-type: none"> • During all lessons, students are encouraged to draw on background knowledge, which enables them to understand their own firsthand accounts of situations and to compare them with the accounts of people in an informational text. In addition, informational texts within Reading Wings 4th edition provide varying viewpoints on a variety of expository topics. • Linked texts: <i>...If You Traveled West in a Covered Wagon</i> and <i>Finding Fort Laramie</i>
Integration of Knowledge and Ideas
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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.
<ul style="list-style-type: none"> • Text features: <i>American Journeys: Notes from the West</i>
Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.
<ul style="list-style-type: none"> • Main ideas and supporting details: <i>E-mail</i>, <i>The Hopi</i>, and <i>Will We Miss Them? Endangered Species</i> • Fact and opinion: <i>Life in the Rainforests</i>, <i>Travel Brochure</i>, and <i>To the Top! Climbing the World's Highest Mountain</i>

Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

- Linked texts: *Trail of Tears* and *The Hopi* and *Life 2.0: Living in a Digital World* and *E-mai*
- Throughout the Targeted Treasure Hunt lessons, students are asked to use discussion to integrate information from various texts when building background or activating prior knowledge, when making connections to the listening-comprehension text, and through Team Talk Extenders.
- Linked to functional text: *Fantastic Mr. Fox* and *Fox's Fine Diner*, *Life 2.0: Living in a Digital World* and *E-mail*, *Charlotte's Web* and *County Fair Sign*, and *American Journeys: Notes from the Southeast* and *Travel Brochure*

Range of Reading and Level of Text Complexity

Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

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.

- Prompt-and-reinforce lessons: *Life 2.0: Living in a Digital World*; *Your Planet Needs You!*; *The Trail of Tears*; *The Hopi*; *Fox's Fine Diner*; and *...If You Traveled West in a Covered Wagon*
- Independent-use lessons: *American Journeys: Notes from the Southeast*; *...If You Traveled West in a Covered Wagon*, cycle 2; and *Will We Miss Them? Endangered Species*

Grade 5

Key Ideas and Details

Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

- The Savvy Reader Clarifying
- The Savvy Reader Questioning
- The Savvy Reader Predicting
- Drawing conclusions: *Searching the Internet* and *Animal Defenses*

<p>Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>
<p>RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>
<ul style="list-style-type: none"> • The Savvy Reader Summarizing • Main ideas and supporting details: <i>...If You Lived at the Time of the Great San Francisco Earthquake</i> and <i>William Shakespeare & the Globe</i> • TIGRRS: All expository lessons ask students to identify the text structure as part of the TIGRRS process by looking for clues in the text that indicate the text structure and by selecting and completing the appropriate graphic organizer for the text (e.g., compare and contrast, cause and effect, main ideas and supporting details, etc.).
<p>Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>
<p>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.</p>
<ul style="list-style-type: none"> • Cause and effect: <i>Pollution and Waste</i>, <i>Memorandum</i>, and <i>Shaking the Earth: Earthquakes and Volcanoes</i> • Sequencing: <i>The Human Body</i> and <i>How Did Children Play in Colonial Times?</i> • Compare and contrast: <i>You Wouldn't Want to Be in a Medieval Dungeon</i>
<p>Craft and Structure</p>
<p>Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>
<p>RI.5.4. Determine the meanings of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p>
<ul style="list-style-type: none"> • The Savvy Reader Clarifying • Vocabulary routines: Daily vocabulary routines introduce students to domain-specific words in expository lesson cycles and ask them to determine their meanings within and outside of the text.
<p>Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>
<p>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.</p>
<ul style="list-style-type: none"> • Compare and contrast: <i>You Wouldn't Want to be In a Medieval Dungeon</i> • Linked texts: <i>The Human Body</i> and <i>To Space and Back</i>, <i>William Shakespeare & the Globe</i> and <i>Dear Benjamin Banneker</i>, and <i>You Wouldn't Want to Be a Pirate's Prisoner</i> and <i>You Wouldn't Want to Be in a Medieval Dungeon</i> • Throughout the Targeted Treasure Hunt lessons, students are asked to use discussion to compare and contrast elements of various texts that have similar topics when building background or activating prior knowledge, when making connections to the listening-comprehension text, and through Team Talk Extenders. • Linked to functional text: <i>Disasters at Sea</i> and <i>Searching the Internet</i>, <i>The American Revolution</i> and <i>How Did Children Play in Colonial Times?</i>, <i>Pollution and Waste</i> and <i>Memorandum</i>, and <i>Animal Defenses</i> and <i>Bears Bear Watching</i> <p>*Note: These activities mostly ask students to compare and contrast two different texts by various authors.</p>

Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a 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.
<ul style="list-style-type: none"> • Fact and opinion: <i>Disasters at Sea</i>. The exploration of fact and opinion asks students to explore how people view the world, and situations, differently. By discussing their own opinions and the opinions of others, students learn various points of view.
Integration of Knowledge and Ideas
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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.
<ul style="list-style-type: none"> • Text features: <i>To Space and Back</i>, <i>You Wouldn't Want to Be a Pirate's Prisoner</i>, and <i>Bears Bear Watching</i> • Background video included in: <i>Shaking the Earth: Earthquakes and Volcanoes</i>
Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the 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).
<ul style="list-style-type: none"> • Main ideas and supporting details: <i>...If You Lived at the Time of the Great San Francisco Earthquake</i> and <i>William Shakespeare & the Globe</i> • Fact and opinion: <i>Disasters at Sea</i>
Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
<ul style="list-style-type: none"> • Linked lessons: <i>The Human Body</i> and <i>To Space and Back</i> and <i>You Wouldn't Want to Be a Pirate's Prisoner</i> and <i>You Wouldn't Want to Be in a Medieval Dungeon</i> <small>*Note: The texts in these lessons do not share the same big topic, but they share similar subtopics that students are asked to compare and contrast.</small> • Throughout the Targeted Treasure Hunt lessons, students are asked to use discussion to integrate information from various texts when building background or activating prior knowledge, when making connections to the listening-comprehension text, and through Team Talk Extenders. • Linked to functional text: <i>Disasters at Sea</i> and <i>Searching the Internet</i>, <i>The American Revolution</i> and <i>How Did Children Play in Colonial Times?</i>, <i>Pollution and Waste</i> and <i>Memorandum</i>, and <i>Animal Defenses</i> and <i>Bears Bear Watching</i> <small>*Note: These activities mostly ask students to compare and contrast two different texts by various authors.</small>

Range of Reading and Level of Text Complexity
Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.
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.
<ul style="list-style-type: none"> Independent-use lessons: <i>Memorandum</i>, <i>William Shakespeare & the Globe</i>, <i>You Wouldn't Want to Be a Pirate's Prisoner</i>, <i>You Wouldn't Want to Be in a Medieval Dungeon</i>, <i>Bears Bear Watching</i>, <i>Animal Defenses</i>, and <i>Shaking the Earth: Earthquakes and Volcanoes</i>

Grade 6
Key Ideas and Details
Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<ul style="list-style-type: none"> The Savvy Reader Clarifying The Savvy Reader Questioning The Savvy Reader Predicting Drawing conclusions: <i>The Bermuda Triangle</i>
Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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.
<ul style="list-style-type: none"> The Savvy Reader Summarizing Main ideas and supporting details: <i>Weather</i>, <i>Muscles: Our Muscular System</i>, and <i>Sleepnight Sleeping Bag User's Manual</i>
Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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).
<ul style="list-style-type: none"> Problem and solution: <i>Children of the Dust Bowl: The True Story of the School at Weedpatch Camp</i>, cycle 1 Cause and effect: <i>Fire in Their Eyes: Wildfires and the People Who Fight Them</i>, cycle 1; <i>Food and Feasts in the Middle Ages</i>; and <i>Children of the Dust Bowl: The True Story of the School at Weedpatch Camp</i>, cycle 2 Team Talk questions: Team Talk questions ask students to support their answers by using evidence from the text to explain how important ideas or events from the text are introduced and elaborated.

Craft and Structure
Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
<ul style="list-style-type: none"> • The Savvy Reader Clarifying • Vocabulary routines: Daily vocabulary routines introduce students to vocabulary in expository lesson cycles and ask them to determine their meanings within and outside of the text.
Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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.
<ul style="list-style-type: none"> • Text structure: <i>Garbage and Recycling, Exploring Your Nervous System</i>
Anchor Standard 6: Assess how point of view or purpose shapes the content and style of 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.
<ul style="list-style-type: none"> • Author's purpose: Team Talk questions and comprehension questions on the test include those that are based on the targeted skill and nontargeted skills, which can include author's purpose. • TIGRRS: All expository lessons ask students to identify the author's purpose as part of the TIGRRS process by predicting the author's purpose before reading and by confirming the author's purpose during and after reading.
Integration of Knowledge and Ideas
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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.
<ul style="list-style-type: none"> • Background video included in: <i>The Bermuda Triangle; Don't Know Much About the Solar System; and Children of the Dust Bowl: The True Story of the School at Weedpatch Camp, cycle 1</i>
Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the 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.
<ul style="list-style-type: none"> • Fact and opinion: <i>Fire in Their Eyes: Wildfires and the People Who Fight Them, cycle 2</i> and <i>Sleepnight Sleeping Bag User's Manual</i>

Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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).

- Throughout the Targeted Treasure Hunt lessons, students are asked to use discussion to compare and contrast elements of various texts that have similar topics when building background or activating prior knowledge, when making connections to the listening-comprehension text, and through Team Talk Extenders.
- Linked to functional text: *Weather and Lightning Safety*, *Muscles: Our Muscular System* and *Exploring Your Nervous System*, *Julie of the Wolves* and *Sleepnight Sleeping Bag User's Manual*, and *Don't Know Much About the Solar System* and *Tides*

*Note: These activities mostly ask students to compare and contrast two different texts by various authors.

Range of Reading and Level of Text Complexity

Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

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.

- Independent-use lessons: *Weather*; *The Bermuda Triangle*; *Muscles: Our Muscular System*; *Fire in Their Eyes: Wildfires and the People Who Fight Them*, cycle 1; *Food and Feasts in the Middle Ages*; *Children of the Dust Bowl: The True Story of the School at Weedpatch Camp*, cycle 2

**Section IV: Alignment to English Language Arts
Standards for Reading: Foundational Skills**

Grade 2	
Phonics and Word Recognition	
<p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> • Distinguish long and short vowels when reading regularly spelled one-syllable words. • Know spelling-sound correspondences for additional common vowel teams. • Decode regularly spelled two-syllable words with long vowels. • Decode words with common prefixes and suffixes. • Identify words with inconsistent but common spelling-sound correspondences. • Recognize and read grade-appropriate irregularly spelled words. 	<ul style="list-style-type: none"> • Word Power teaches students how to break down words into recognizable, easier-to-read parts. The lessons equip students with the skills they need to read and understand longer words. These skills include reading base words and endings or prefixes, reading compound words and contractions, and dividing words into chunks, or recognizable sound/syllable parts, that can be identified automatically and read together to form a word. <ul style="list-style-type: none"> – R-controlled vowels: <i>In the Time of the Dinosaurs</i> and <i>Using Energy Wisely</i> – Consonant blends: <i>Jamaica’s Find</i>, <i>The Amazing Brain Race</i>, <i>Jessica</i>, and <i>Julius</i> – Digraphs: <i>Who Has Time?</i> – Diphthongs: <i>Arthur’s New Puppy</i>, <i>Investigating Your Backyard</i> – Irregular vowel patterns: <i>Using Energy Wisely</i> – Word families: <i>The Bug in Teacher’s Coffee and Other School Poems</i> and <i>Abuela</i> – Chunking: <i>Rockets and Spaceships</i>, <i>A City Grows</i> – Base word plus suffix: <i>Jamaica’s Find</i>; <i>Ruby the Copycat</i>; <i>Washes for Waggers</i>; <i>Jessica</i>; <i>Mole Bakes Bread</i>; <i>Bugs! Bugs! Bugs!</i>; and <i>Winking, Blinking, Wiggling, Wagging</i> – Prefix plus base word: <i>Springtime Birds’ Nests</i> • During the introduction and review of vocabulary, the teacher presents the words using My Turn, Your Turn and models specific identification strategies and word patterns. • Students learn the importance of decoding through the clarifying process that is taught in the Savvy Reader Clarifying lessons. They learn to clarify words at the pronunciation level using several word strategies. The clarifying process is embedded throughout all other Targeted Treasure Hunts.
Fluency	
<p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • Read grade-level text with purpose and understanding. • Read grade-level text orally with accuracy, appropriate rate, and expression. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<ul style="list-style-type: none"> • Students read aloud during partner reading and fluency team practice. During each of these activities, students should use the appropriate fluency rate, rhythm, smoothness, accuracy, and expression. • After partner reading, students answer Team Talk questions to check their comprehension of the text. • During fluency team practice, students take turns reading aloud to partners. Reading is timed, and students provide feedback regarding rate and fluency skills (accuracy, expression, smoothness, appropriate phrasing) using the fluency rubric.

Grade 3

Phonics and Word Recognition

RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- Identify and know the meaning of the most common prefixes and derivational suffixes.
- Decode words with common Latin suffixes.
- Decode multisyllable words.
- Read grade-appropriate irregularly spelled words.

- Word Power teaches students how to break down words into recognizable, easier-to-read parts. The lessons equip students with the skills they need to read and understand longer words. These skills include reading base words and endings or prefixes, reading compound words and contractions, and dividing words into chunks, or recognizable sound/syllable parts, that can be identified automatically and read together to form a word.
 - Chunking: *Finding the Titanic; The Pocket Watch; Pompeii...Buried Alive!*
 - Base word plus suffix: *A New Coat for Anna; The Egyptian Cinderella; Freckle Juice; Mufaro’s Beautiful Daughters; Walking for Freedom: The Montgomery Bus Boycott, cycle 2; I Don’t Like Different; Tut’s Mummy Lost...and Found*
 - Prefix plus base word: *Too Many Tamales; The Three Little Javalinas; Know Your Food!; Walking for Freedom: The Montgomery Bus Boycott, cycle 1; and Ancient Greece: Where Democracy Began*
- During the introduction and review of vocabulary, the teacher presents the words using My Turn, Your Turn and models specific identification strategies and word patterns.
- Students learn the importance of decoding through the clarifying process that is taught in the Savvy Reader Clarifying lessons. They learn to clarify words at the pronunciation level using several word strategies. The clarifying process is embedded throughout all other Targeted Treasure Hunts.

Fluency

RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

- Read grade-level text with purpose and understanding.
 - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
-
- Students read aloud during partner reading and fluency team practice. During each of these activities, students should use the appropriate fluency rate, rhythm, smoothness, accuracy, and expression.
 - After partner reading, students answer Team Talk questions to check their comprehension of the text.
 - During fluency team practice, students take turns reading aloud to partners. Reading is timed, and students provide feedback regarding rate and fluency skills (accuracy, expression, smoothness, appropriate phrasing) using the fluency rubric.

Grade 4

Phonics and Word Recognition

RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- 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.

- Word Power teaches students how to break down words into recognizable, easier-to-read parts. The lessons equip students with the skills they need to read and understand longer words. These skills include reading base words and endings or prefixes, reading compound words and contractions, and dividing words into chunks, or recognizable sound/syllable parts, that can be identified automatically and read together to form a word.

- Chunking: *Charlotte’s Web*, cycles 3 and 4; *County Fair Sign*
- Base word plus suffix: *Fantastic Mr. Fox*, cycle 2; *Fox’s Fine Diner*; *A Writing Kind of Day*; *Tales of a Fourth Grade Nothing*; *Terrible Tommy*; *Honey, I Love*; and *...If You Traveled West in a Covered Wagon*, cycle 2
- Prefix plus base word: *The Trail of Tears*
- Latin and/or Greek roots: *Crazy Camouflage and Other Awesome Animal Adaptations*
- Compound words: *Uncle Jed’s Barbershop* and *Home: A Journey Through America*

- During the introduction and review of vocabulary, the teacher presents the words using My Turn, Your Turn and models specific identification strategies and word patterns.
- Students learn the importance of decoding through the clarifying process that is taught in the Savvy Reader Clarifying lessons. They learn to clarify words at the pronunciation level using several word strategies. The clarifying process is embedded throughout all other Targeted Treasure Hunts.

Fluency

RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

- Read grade-level text with purpose and understanding.
 - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- Students read aloud during partner reading and fluency team practice. During each of these activities, students should use the appropriate fluency rate, rhythm, smoothness, accuracy, and expression.
 - After partner reading, students answer Team Talk questions to check their comprehension of the text.
 - During fluency team practice students take turns reading aloud to partners. Reading is timed, and students provide feedback regarding rate and fluency skills (accuracy, expression, smoothness, appropriate phrasing) using the fluency rubric.

Grade 5

Phonics and Word Recognition

RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- 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.
- Word Power teaches students how to break down words into recognizable, easier-to-read parts. The lessons equip students with the skills they need to read and to understand longer words. These skills include reading base words and endings or prefixes, reading compound words and contractions, and dividing words into chunks, or recognizable sound/syllable parts, that can be identified automatically and read together to form a word.
 - Chunking: *Darnell Rock Reporting*, cycle 4; *Bridge to Terabithia*, cycles 1 and 3; *Pollution and Waste*; and *Belle Prater's Boy*, cycle 2; and *Tanya's Stylish Suits*
 - Prefix plus base word: *Darnell Rock Reporting*, cycle 3; *To Space and Back*; *Belle Prater's Boy*, cycle 5; *Hey World, Here I Am!*; and *Endangered Species*
 - Latin and/or Greek roots: *Searching the Internet*; *How Did Children Play in Colonial Times?*; and *Belle Prater's Boy*, cycle 3
 - Compound words: *Darnell Rock Reporting*, cycle 1; *You Wouldn't Want to Be in a Medieval Dungeon*; and *Shaking the Earth: Earthquakes and Volcanoes*
- During the introduction and review of vocabulary, the teacher presents the words using My Turn, Your Turn and models specific identification strategies and word patterns.
- Students learn the importance of decoding through the clarifying process that is taught in the Savvy Reader Clarifying lessons. They learn to clarify words at the pronunciation level using several word strategies. The clarifying process is embedded throughout all other Targeted Treasure Hunts.

Fluency

RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

- Read grade-level text with purpose and understanding.
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- Students read aloud during partner reading and fluency team practice. During each of these activities, students should use the appropriate fluency rate, rhythm, smoothness, accuracy, and expression.
- After partner reading, students answer Team Talk questions to check their comprehension of the text.
- During fluency team practice, students take turns reading aloud with partners. Reading is timed, and students provide feedback regarding rate and fluency skills (accuracy, expression, smoothness, appropriate phrasing) using the fluency rubric.

Section V: Alignment to the College and Career Readiness Anchor Standards for Writing

Text Types and Purposes
Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
<ul style="list-style-type: none"> • Adventures in Writing activities are linked to student texts. They are designed to extend students' thinking about certain concepts and skills. These activities provide instruction in different types of writing and engage students in working through the writing process in a cooperative setting. The activities are highly structured and include detailed prompts, scoring guides, and examples of graphic organizers that students create during the planning stage. The teacher models at each stage of the process and monitors the students as they write. The teacher uses the scoring guide to assess students' writing. • Adventures in Writing occurs on the last day of multiday cycles and in one-day writing lessons for basal lessons. The entire writing process—planning; drafting; sharing, responding, and revising; editing; and rewriting—takes place in each of these lessons. Having one day set aside just for writing allows for: <ul style="list-style-type: none"> – focus on specific writing skills and applications presented through build background; – clear delineation of TAP-F (topic, audience, purpose, format) throughout Adventures in Writing activities; – opportunities to address activity-specific writing techniques and/or grammatical practices; – opportunities to address and practice editing for specific and commonly seen writing errors; and – varied and enhanced writing opportunities, including multicycle writing activities. • Adventures in Writing activities generally require students to provide details to support their ideas or to increase the reader's understanding of their writing. Activities vary, but many require students to cite specific evidence from texts to support their ideas.
Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<ul style="list-style-type: none"> • In Adventures in Writing, students write a variety of informative and explanatory texts, ranging from informative paragraphs to multiparagraph essays and research reports in later grades. Students may also write to inform or explain in a variety of other formats such as letters or speeches. • During the planning stage of Adventures in Writing, students are introduced to the writing prompt, scoring guide, and graphic organizer. Students record their ideas on the graphic organizer and share ideas.
Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<ul style="list-style-type: none"> • In Adventures in Writing, students write a variety of narrative texts such as stories and personal narratives. Depending on the activity, students may write stories in a variety of genres such as folktales, fairy tales, myths, tall tales, science fiction, etc. • During the planning stage of Adventures in Writing, students are introduced to the writing prompt, scoring guide, and graphic organizer. Students record their ideas on the graphic organizer and share ideas. For narrative writing, the graphic organizer that students use most often is a story map.

Production and Distribution of Writing

Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- In Adventures in Writing, the build background section focuses on a specific aspect of TAP-F (topic, audience, purpose, and format). For example, if the student writing activity is to write a formal letter, build background will include a sample formal letter and will prompt students to identify the specific aspects of the format, including the date, greeting, body, and closing.
- The writing prompt and scoring guide are introduced during planning. These instruct students to specific elements of TAP-F that they will follow for the writing activity.

Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Adventures in Writing provides instruction in all areas of developing and strengthening writing:

- **Planning:** This part of the process introduces students to the writing prompt, scoring guide, and graphic organizer. The teacher models filling out the graphic organizer. Students plan their writing and share ideas.
- **Drafting:** During drafting, the teacher further explains the graphic organizer and how to use it to create a first draft. Students also learn to use the writing prompt and scoring guide to give feedback as their partners read their drafts aloud. Specific lessons also include activity-specific guidance in this section. For example, in the formal-letter activity, drafting instruction might include brief instruction on proper capitalization in letter writing.
- **Sharing, responding, and revising:** Students share their writing with partners, and partners give feedback. After each partner receives feedback, students begin to revise their work and share how they will revise.
- **Editing:** The teacher introduces the idea of editing and creates an editing checklist based on the class's needs. Students check their drafts and their partners' drafts using the checklist. Then students share edits. Specific lessons also use this opportunity to address and practice editing for specific, common writing errors.
- **Rewriting:** Students rewrite after editing their work with partners. The teacher then asks one or two students to share their work with the class. The class then celebrates the students' writing. The teacher collects the Adventures in Writing activities and records individual scores on the teacher cycle record form.

Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Adventures in Writing does not specifically require students to use computers or the Internet to create or publish writing, but leaves it to the teacher's discretion to use the tools available to students at school.

- Lesson-specific instruction in Adventures in Writing may highlight skills or formatting differences between writing by hand or using the computer.

Research to Build and Present Knowledge

Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- The questioning strategy is taught in The Savvy Reader Questioning, which introduces the questioning strategy card and the concept of Right There and Think questions. As students practice and refine their use of questioning, they are encouraged to ask Think questions that require more than just textual information to answer. The questioning strategy is then carried through all other Targeted TreasureHunts. During strategy review on days 2–4, students are prompted to ask a good question and to pose their questions to the class.
- During Team Talk, students are often asked to support their answers with evidence from the text. Students are required to identify and provide this information in their written answers.
- During Adventures in Writing, some activities may require students to write by providing information from the text. In the lower grade levels, specific activities may require the teacher to collect and provide additional resources for students to perform quick research. In the middle reading levels, students create research reports.

Related targeted skills: The Savvy Reader Questioning

Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- During Adventures in Writing, some activities may require students to write by providing information from the text. In the lower grade levels, specific activities may require the teacher to collect and provide additional resources for students to perform quick research. In the middle reading levels, students create research reports.
- Specific activities instruct students to summarize writing and rephrase information from the text to make the writing their own.

Related targeted skills: The Savvy Reader Questioning

Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Adventures in Writing activities generally require students to provide details to support their ideas or to increase the reader's understanding of their writing. Activities vary, but many require students to cite specific evidence from texts to support their ideas.

Range of Writing

Anchor Standard 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 tasks, purposes, and audiences.

Adventures in Writing occurs on the last day of multiday cycles and in one-day writing lessons for basal lessons. The entire writing process—planning; drafting; sharing, responding, and revising; editing; and rewriting—takes place in each of these lessons. Having one day set aside just for writing allows for:

- focus on specific writing skills and applications presented during build background;
- clear delineation of TAP-F (topic, audience, purpose, format) throughout Adventures in Writing activities;
- opportunities to address activity-specific writing techniques and/or grammatical practices;
- opportunities to address and practice editing for specific and commonly seen writing errors; and
- varied and enhanced writing opportunities, including multicycle writing activities.

Section VI: Alignment to English Language Arts Standards for Reading: Writing

Grade 2
Text Types and Purposes
Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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., <i>because</i> , <i>and</i> , <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.
<ul style="list-style-type: none"> • Opinion writing: <i>Gila Monsters Meet You at the Airport</i>; <i>Julius</i>; <i>Mole Bakes Bread</i>; and <i>Bugs! Bugs! Bugs!</i> <ul style="list-style-type: none"> – Topic/Concluding sentence: <i>Julius</i>; <i>Mole Bakes Bread</i>; and <i>Bugs! Bugs! Bugs!</i>
Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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.
<ul style="list-style-type: none"> • Expository writing: <i>Squeaking Bats</i>; <i>A City Grows</i>; <i>Nate the Great</i>; <i>Wonderfully Weird Animals</i>; and <i>Winking, Blinking, Wiggling, Wagging</i> <ul style="list-style-type: none"> – Topic/Concluding sentence: <i>Squeaking Bats</i>; <i>Nate the Great</i>; <i>Wonderfully Weird Animals</i>; and <i>Winking, Blinking, Wiggling, Wagging</i>
Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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.
<ul style="list-style-type: none"> • Narratives: <i>Mr. Putter & Tabby Walk the Dog</i>; <i>The Boy Who Didn't Believe in Spring</i>; <i>Julian, Dream Doctor</i>, cycle 2; and <i>Truman's Aunt Farm</i> • Personal narratives: <ul style="list-style-type: none"> – Strong beginning/middle/ending: <i>Mr. Putter & Tabby Walk the Dog</i> and <i>Julian, Dream Doctor</i>, cycle 2 – Descriptive writing: <i>Mr. Putter & Tabby Walk the Dog</i>
Production and Distribution of Writing
Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.2.4. (Begins in grade 3)

Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
<ul style="list-style-type: none"> • During sharing, responding, and revising, students share their writing with partners, and partners give feedback. After each partner receives feedback, students begin to revise their work and share how they will revise. • During editing, the teacher introduces the idea of editing and creates an editing checklist based on the class's needs. Students check their drafts and their partners' drafts using the checklist. Then students share their edits. Specific lessons also use this opportunity to address and practice editing for specific, common writing errors.
Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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.
<ul style="list-style-type: none"> • Adventures in Writing does not specifically require students to use computers or the Internet to create or publish writing, but leaves it to the teacher's discretion to use the tools available to students at school. <ul style="list-style-type: none"> – Lesson-specific instruction in Adventures in Writing may highlight skills or formatting differences between writing by hand or using the computer.
Research to Build and Present Knowledge
Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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).
<ul style="list-style-type: none"> • During Adventures in Writing, some activities may require students to write by providing information from the text. In the lower grade levels, specific activities may require the teacher to collect and provide additional resources for students to perform quick research. In the middle reading levels, students create research reports. • Expository writing: <i>Squeaking Bats; A City Grows; Nate the Great; Wonderfully Weird Animals; and Winking, Blinking, Wiggling, Wagging</i> • Record science observations: During the partner reading section of the lesson <i>The Amazing Brain Race</i>, students follow directions to perform a series of tests that will require them to record observations.
Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
W.2.8. Recall information from experiences or gather information from provided sources to answer a question.
<ul style="list-style-type: none"> • Recall experiences: <i>Who Has Time?</i> • Expository writing: <i>Squeaking Bats; A City Grows; Nate the Great; Wonderfully Weird Animals; and Winking, Blinking, Wiggling, Wagging</i>
Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.2.9. (Begins in grade 4)

Range of Writing

Anchor Standard 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 tasks, purposes, and audiences.

W.2.10. (Begins in grade 3)

Adventures in Writing occurs on the last day of multiday cycles and in one-day writing lessons for basal lessons. The entire writing process—planning; drafting; sharing, responding, and revising; editing; and rewriting—takes place in each of these lessons. Having one day set aside just for writing allows for:

- focus on specific writing skills and applications presented through build background;
- clear delineation of TAP-F (topic, audience, purpose, format) throughout Adventures in Writing activities;
- opportunities to address activity-specific writing techniques and/or grammatical practices;
- opportunities to address and practice editing for specific and commonly seen writing errors; and
- varied and enhanced writing opportunities, including multicycle writing activities.

Grade 3

Text Types and Purposes

Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- Provide reasons that support the opinion.
- Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
- Provide a concluding statement or section.

- Opinion writing: *A New Coat for Anna* and *My Grandma, Major League Slugger*
 - Topic/Concluding sentence: *Pompeii...Buried Alive!**

Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- Develop the topic with facts, definitions, and details.
- Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
- Provide a concluding statement or section.

- Expository writing: *Corn Is Maize: The Gift of the Indians*; *Up a Rainforest Tree*; *Tut's Mummy Lost...and Found*; *Travels Across America: The Midwest*; and *Ancient Greece: Where Democracy Began*
 - Topic/Concluding sentence: *Corn Is Maize: The Gift of the Indians*; *Tut's Mummy Lost...and Found*; and *Ancient Greece: Where Democracy Began*
 - Descriptive writing: *Up a Rainforest Tree* and *Tut's Mummy Lost...and Found*
 - Details for purpose: *Corn Is Maize: The Gift of the Indians*; *Up a Rainforest Tree*; *Tut's Mummy Lost...and Found*; and *Ancient Greece: Where Democracy Began*
 - Transition words: *Corn Is Maize: The Gift of the Indians*

Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- Use temporal words and phrases to signal event order.
- Provide a sense of closure.

- Narratives: *The Egyptian Cinderella*; *Too Many Tamales*; *Mufaro's Beautiful Daughters*; and *Lon Po Po*
- Personal narratives: *Walking for Freedom: The Montgomery Bus Boycott*, cycle 1
 - Strong beginning/middle/ending: *The Egyptian Cinderella*; *Too Many Tamales*; *Mufaro's Beautiful Daughters*; and *Lon Po Po*
 - Descriptive writing: *Too Many Tamales*; *Mufaro's Beautiful Daughters*; and *Lon Po Po*
 - Transition words: *Lon Po Po*

Production and Distribution of Writing

Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.)

- During *Adventures in Writing*, the teacher models the writing objectives and then guides students' practice. The teacher uses Think Alouds and cooperative-learning structures to facilitate the practice and discussion of the objectives. The teacher also provides substantive feedback to guide students' thinking.

Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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 on pages 28 and 29).
<ul style="list-style-type: none"> • During sharing, responding, and revising, students share their writing with partners, and partners give feedback. After each partner receives feedback, students begin to revise their work and share how they will revise. • During editing, the teacher introduces the idea of editing and creates an editing checklist based on the class’s needs. Students check their drafts and their partners’ drafts using the checklist. Then students share their edits. Specific lessons also use this opportunity to address and practice editing for specific, common writing errors.
Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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.
<ul style="list-style-type: none"> • Adventures in Writing does not specifically require students to use computers or the Internet to create or publish writing, but leaves it to the teacher’s discretion to use the tools available to students at school. <ul style="list-style-type: none"> – Lesson-specific instruction in Adventures in Writing may highlight skills or formatting differences between writing by hand or using the computer.
Research to Build and Present Knowledge
Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
W.3.7. Conduct short research projects that build knowledge about a topic.
<ul style="list-style-type: none"> • During Adventures in Writing, some activities may require students to write by providing information from the text. In the lower grade levels, specific activities may require the teacher to collect and provide additional resources for students to perform quick research. In the middle reading levels, students create research reports. • Expository writing: <i>Corn Is Maize: The Gift of the Indians; Up a Rainforest Tree; Tut’s Mummy Lost...and Found; and Ancient Greece: Where Democracy Began</i>
Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
W.3.8. Recall information from experiences or gather information from provided sources to answer a question.
<ul style="list-style-type: none"> • Personal narrative: <i>Walking for Freedom: The Montgomery Bus Boycott</i>, cycle 1 • Expository writing: <i>Corn Is Maize: The Gift of the Indians; Up a Rainforest Tree; Tut’s Mummy Lost...and Found; and Ancient Greece: Where Democracy Began</i>
Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.3.9. (Begins in grade 4)

Range of Writing

Anchor Standard 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 tasks, purposes, and audiences.

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.

Adventures in Writing occurs on the last day of multiday cycles and in one-day writing lessons for basal lessons. The entire writing process—planning; drafting; sharing, responding, and revising; editing; and rewriting—takes place in each of these lessons. Having one day set aside just for writing allows for:

- focus on specific writing skills and applications presented through build background;
- clear delineation of TAP-F (topic, audience, purpose, format) throughout Adventures in Writing activities;
- opportunities to address activity-specific writing techniques and/or grammatical practices;
- opportunities to address and practice editing for specific and commonly seen writing errors; and
- varied and enhanced writing opportunities, including multicycle writing activities.

Grade 4

Text Types and Purposes

Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- 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.
- Provide reasons that are supported by facts and details.
- Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*).
- Provide a concluding statement or section related to the opinion presented.

- Opinion writing: *Life in the Rainforests*; *Tales of a Fourth Grade Nothing*, cycle 1; *Charlotte's Web*, cycle 3; and *Will We Miss Them? Endangered Species*
 - Topic/Concluding sentence: *Tales of a Fourth Grade Nothing*, cycle 1

Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- 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.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.

- Expository writing: *The Hopi*; *American Journeys: Notes from the Southeast*; and *...If You Traveled West in a Covered Wagon*, cycle 1
 - Descriptive writing: *American Journeys: Notes from the Southeast*; and *...If You Traveled West in a Covered Wagon*, cycle 1
 - Word choice: *...If You Traveled West in a Covered Wagon*, cycle 1

Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words and phrases to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

- Narratives: *Fantastic Mr. Fox*; *Uncle Jed's Barbershop*; *The Midnight Horse*; and *To the Top! Climbing the World's Highest Mountain*
- Personal narratives: *All for the Better: A Story of El Barrio*
 - Strong beginning/middle/ending: *Uncle Jed's Barbershop* and *The Midnight Horse*
 - Descriptive writing: *Fantastic Mr. Fox*, cycle 1 and *To the Top! Climbing the World's Highest Mountain*

Production and Distribution of Writing

Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.4.4. Produce clear and coherent writing 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.)

- During Adventures in Writing, the teacher models the writing objectives and then guides students' practice. The teacher uses Think Alouds and cooperative-learning structures to facilitate the practice and discussion of the objectives. The teacher also provides substantive feedback to guide students' thinking.

Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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 on pages 28 and 29.)
<ul style="list-style-type: none"> • During sharing, responding, and revising, students share their writing with partners, and partners give feedback. After each partner receives feedback, students begin to revise their work and share how they will revise. • During editing, the teacher introduces the idea of editing and creates an editing checklist based on the class’s needs. Students check their drafts and their partners’ drafts using the checklist. Then students share edits. Specific lessons also use this opportunity to address and practice editing for specific, common writing errors.
Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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.
<ul style="list-style-type: none"> • Adventures in Writing does not specifically require students to use computers or the Internet to create or publish writing, but leaves it to the teacher’s discretion to use the tools available to students at school. <ul style="list-style-type: none"> – Lesson-specific instruction in Adventures in Writing may highlight skills or formatting differences between writing by hand or using the computer.
Research to Build and Present Knowledge
Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
<ul style="list-style-type: none"> • During Adventures in Writing, some activities may require students to write by providing information from the text. In the lower grade levels, specific activities may require the teacher to collect and provide additional resources for students to perform quick research. In the middle reading levels, students create research reports. • Expository writing: <i>The Hopi</i>; <i>American Journeys: Notes from the Southeast</i>, and <i>...If You Traveled West in a Covered Wagon</i>, cycle 1
Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
<ul style="list-style-type: none"> • Personal narrative: <i>All for the Better: A Story of El Barrio</i> • Expository writing: <i>The Hopi</i>; <i>American Journeys: Notes from the Southeast</i>; and <i>...If You Traveled West in a Covered Wagon</i>, cycle 1

Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- 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].”).
- 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”).

- Expository response: *Will We Miss Them? Endangered Species*

Range of Writing

Anchor Standard 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 tasks, purposes, and audiences.

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.

- Adventures in Writing occurs on the last day of multiday cycles and in one-day writing lessons for basal lessons. The entire writing process—planning; drafting; sharing, responding, and revising; editing; and rewriting—takes place in each of these lessons. Having one day set aside just for writing allows for:
 - focus on specific writing skills and applications presented through build background;
 - clear delineation of TAP-F (topic, audience, purpose, format) throughout Adventures in Writing activities;
 - opportunities to address activity-specific writing techniques and/or grammatical practices;
 - opportunities to address and practice editing for specific and commonly seen writing errors; and
 - varied and enhanced writing opportunities, including multicycle writing activities.
- Multicycle writing lessons: *The Midnight Horse*

Grade 5

Text Types and Purposes

Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- 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.
- Provide logically ordered reasons that are supported by facts and details.
- Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
- Provide a concluding statement or section related to the opinion presented.

- Opinion writing: *Misty of Chincoteague*, cycle 4 and *Save the Animals*
 - Details for purpose: *Misty of Chincoteague*, cycle 4 and *Save the Animals*

Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- 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.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.

- Expository writing: *The Human Body; Pollution and Waste; Animal Defenses; and Shaking the Earth: Earthquakes and Volcanoes*
 - Topic/Concluding sentence: *The Human Body; Pollution and Waste; and Animal Defenses*
 - Descriptive writing: *The Human Body; Pollution and Waste; and Animal Defenses*
 - Details for purpose: *Pollution and Waste; Animal Defenses; and Shaking the Earth: Earthquakes and Volcanoes*
 - Transition words: *Pollution and Waste*

Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

- Narratives: *Belle Prater’s Boy*, cycles 4 and 5; *Misty of Chincoteague*, cycles 1 and 2; *William Shakespeare & the Globe*; and *You Wouldn’t Want to Be a Pirate’s Prisoner*
- Personal narratives: *Bridge to Terabithia*, cycle 3
- Plays or skits: *William Shakespeare & the Globe*
 - Strong beginning/middle/ending: *Belle Prater’s Boy*, cycles 4 and 5 and *Misty of Chincoteague*, cycles 1 and 2
 - Descriptive writing: *Belle Prater’s Boy*, cycles 4 and 5 and *Misty of Chincoteague*, cycle 2
 - Dialogue: *William Shakespeare & the Globe*
 - Word choice: *William Shakespeare & the Globe*

Production and Distribution of Writing
Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.5.4. Produce clear and coherent writing 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.)
<ul style="list-style-type: none"> • During Adventures in Writing, the teacher models the writing objectives and then guides students' practice. The teacher uses Think Alouds and cooperative-learning structures to facilitate the practice and discussion of the objectives. The teacher also provides substantive feedback to guide students' thinking.
Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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 on pages 28 and 29.)
<ul style="list-style-type: none"> • During sharing, responding, and revising, students share their writing with partners, and partners give feedback. After each partner receives feedback, students begin to revise their work and share how they will revise. • During editing, the teacher introduces the idea of editing and creates an editing checklist based on the class's needs. Students check their drafts and their partners' drafts using the checklist. Then students share their edits. Specific lessons also use this opportunity to address and practice editing for specific, common writing errors.
Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
W.5.6. 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 two pages in a single sitting.
<ul style="list-style-type: none"> • Adventures in Writing does not specifically require students to use computers or the Internet to create or publish writing, but leaves it to the teacher's discretion to use the tools available to students at school. <ul style="list-style-type: none"> – Lesson-specific instruction in Adventures in Writing may highlight skills or formatting differences between writing by hand or using the computer.
Research to Build and Present Knowledge
Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
<ul style="list-style-type: none"> • During Adventures in Writing, some activities may require students to write by providing information from the text. In the lower grade levels, specific activities may require the teacher to collect and provide additional resources for students to perform quick research. In the middle reading levels, students create research reports. • Expository writing: <i>The Human Body; Pollution and Waste; Animal Defenses; and Shaking the Earth: Earthquakes and Volcanoes</i>

Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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.
<ul style="list-style-type: none"> • Personal narrative: <i>Bridge to Terabithia</i> • Expository writing: <i>The Human Body; Pollution and Waste; Animal Defenses; and Shaking the Earth: Earthquakes and Volcanoes</i>
Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
<ul style="list-style-type: none"> • Apply <i>grade 5 Reading standards</i> 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]”). • Apply <i>grade 5 Reading standards</i> 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]”).
<ul style="list-style-type: none"> • Literary response: <i>Hey World, Here I Am!</i> • Expository response: <i>Will We Miss Them? Endangered Species</i>
Range of Writing
Anchor Standard 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 tasks, purposes, and audiences.
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.
<ul style="list-style-type: none"> • Adventures in Writing occurs on the last day of multiday cycles and in one-day writing lessons for basal lessons. The entire writing process—planning; drafting; sharing, responding, and revising; editing; and rewriting—takes place in each of these lessons. Having one day set aside just for writing allows for: <ul style="list-style-type: none"> – focus on specific writing skills and applications presented through build background; – clear delineation of TAP-F (topic, audience, purpose, format) throughout Adventures in Writing activities; – opportunities to address activity-specific writing techniques and/or grammatical practices; – opportunities to address and practice editing for specific and commonly seen writing errors; and – varied and enhanced writing opportunities, including multicycle writing activities. • Multicycle writing lessons: <i>...If You Lived at the Time of the Great San Francisco Earthquake; Belle Prater’s Boy</i>, cycles 4 and 5; and <i>Misty of Chincoteague</i>, cycles 1 and 2

Grade 6

Text Types and Purposes

Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.6.1 Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s) and organize the reasons and evidence clearly.
- Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the argument presented.

- Opinion writing: *The Bermuda Triangle* and *Fire in Their Eyes: Wildfires and the People Who Fight Them*, cycle 2
 - Topic/Concluding sentence: *The Bermuda Triangle* and *Fire in Their Eyes: Wildfires and the People Who Fight Them*, cycle 2
 - Details for purpose: *The Bermuda Triangle* and *Fire in Their Eyes: Wildfires and the People Who Fight Them*, cycle 2

Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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.

- Introduce a topic; 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.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the information or explanation presented.

- Expository writing: *Muscles: Our Muscular System*; *Don't Know Much About the Solar System*; *Food and Feasts in the Middle Ages*; *Children of the Dust Bowl: The True Story of the School at Weedpatch Camp*, cycle 1; and *Exploring Your Nervous System*
 - Topic/Concluding sentence: *Muscles: Our Muscular System*; *Food and Feasts in the Middle Ages*; and *Children of the Dust Bowl: The True Story of the School at Weedpatch Camp*, cycle 1
 - Compare/contrast: *Food and Feasts in the Middle Ages*
 - Descriptive writing: *Muscles: Our Muscular System*
 - Details for purpose: *Don't Know Much About the Solar System*; *Food and Feasts in the Middle Ages*; *Children of the Dust Bowl: The True Story of the School at Weedpatch Camp*, cycle 1; and *Exploring Your Nervous System*
 - Sequential awareness: *Don't Know Much About the Solar System* and *Children of the Dust Bowl: The True Story of the School at Weedpatch Camp*, cycle 1
 - Word choice: *Exploring Your Nervous System*

Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- 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.
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- Provide a conclusion that follows from the narrated experiences or events.

- Narratives: *Number the Stars*, cycles 2 and 3; *From the Mixed-up Files of Mrs. Basil E. Frankweiler*, cycles 3 and 4; *Dave at Night*, cycle 1; and *Julie of the Wolves*, cycle 4
- Personal narratives: *Children of the Dust Bowl: The True Story of the School at Weedpatch Camp*, cycle 2
- Plays or skits: *The Lion, the Witch and the Wardrobe*, cycles 3 and 4
 - Strong beginning/middle/ending: *Number the Stars*, cycles 2 and 3; *From the Mixed-up Files of Mrs. Basil E. Frankweiler*, cycles 3 and 4; *Dave at Night*, cycle 1; and *Julie of the Wolves*, cycle 4
 - Descriptive writing: *Number the Stars*, cycles 2 and 3; *From the Mixed-up Files of Mrs. Basil E. Frankweiler*, cycle 4; *Dave at Night*, cycle 1; and *Julie of the Wolves*, cycle 4
 - Dialogue: *Number the Stars*, cycle 3 and *The Lion, the Witch and the Wardrobe*, cycles 3 and 4
 - Word choice: *Number the Stars*, cycle 3 and *Julie of the Wolves*, cycle 4
 - Literary techniques: *The Lion, the Witch and the Wardrobe*, cycles 3 and 4

Production and Distribution of Writing

Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.)

- During Adventures in Writing, the teacher models the writing objectives and then guides students' practice. The teacher uses Think Alouds and cooperative-learning structures to facilitate the practice and discussion of the objectives. The teacher also provides substantive feedback to guide students' thinking.

Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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 on page 52.)

- During sharing, responding, and revising, students share their writing with partners, and partners give feedback. After each partner receives feedback, students begin to revise their work and share how they will revise.
- During editing, the teacher introduces the idea of editing and creates an editing checklist based on the class's needs. Students check their drafts and their partners' drafts using the checklist. Then students share edits. Specific lessons also use this opportunity to address and practice editing for specific, common writing errors.

Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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.
<ul style="list-style-type: none"> Adventures in Writing does not specifically require students to use computers or the Internet to create or publish writing, but leaves it to the teacher’s discretion to use the tools available to students at school. <ul style="list-style-type: none"> Lesson-specific instruction in Adventures in Writing may highlight skills or formatting differences between writing by hand or using the computer.
Research to Build and Present Knowledge
Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
<ul style="list-style-type: none"> During Adventures in Writing, some activities may require students to write by providing information from the text. In the lower grade levels, specific activities may require the teacher to collect and provide additional resources for students to perform quick research. In the middle reading levels, students create research reports. Expository writing: <i>Muscles: Our Muscular System</i>; <i>Don’t Know Much About the Solar System</i>; <i>Food and Feasts in the Middle Ages</i>; <i>Children of the Dust Bowl: The True Story of the School at Weedpatch Camp</i>, cycle 1; and <i>Exploring Your Nervous System</i>
Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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.
<ul style="list-style-type: none"> Expository writing: <i>Muscles: Our Muscular System</i>; <i>Don’t Know Much About the Solar System</i>; <i>Food and Feasts in the Middle Ages</i>; <i>Children of the Dust Bowl: The True Story of the School at Weedpatch Camp</i>, cycle 1; and <i>Exploring Your Nervous System</i>
Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
<ul style="list-style-type: none"> Apply <i>grade 6 Reading standards</i> 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”). Apply <i>grade 6 Reading standards</i> 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”).
<ul style="list-style-type: none"> Literary response: <i>The Lion, the Witch and the Wardrobe</i>, cycle 5 and <i>Julie of the Wolves</i>, cycle 3 Expository response: <i>The Bermuda Triangle</i>; <i>Fire in Their Eyes: Wildfires and the People Who Fight Them</i>, cycle 2; and <i>Garbage and Recycling</i>

Range of Writing

Anchor Standard 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 tasks, purposes, and audiences.

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.

- Adventures in Writing occurs on the last day of multiday cycles and in one-day writing lessons for basal lessons. The entire writing process—planning; drafting; sharing, responding, and revising; editing; and rewriting—takes place in each of these lessons. Having one day set aside just for writing allows for:
 - focus on specific writing skills and applications presented through build background;
 - clear delineation of TAP-F (topic, audience, purpose, format) throughout Adventures in Writing activities;
 - opportunities to address activity-specific writing techniques and/or grammatical practices;
 - opportunities to address and practice editing for specific and commonly seen writing errors; and
 - varied and enhanced writing opportunities, including multicycle writing activities.
- Multicycle writing lessons: *Number the Stars*, cycles 2 and 3; *From the Mixed-up Files of Mrs. Basil E. Frankweiler*, cycles 3 and 4; and *The Lion, the Witch and the Wardrobe*, cycles 3 and 4

Section VII: Alignment to the College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- The basis of student progress in Reading Wings is cooperative learning. Cooperative learning refers to a set of instructional methods in which students work in small, mixed-ability learning teams to achieve a common goal. The students in each team are responsible not only for their own learning, but also for helping their teammates learn. Cooperative-learning techniques used in Reading Wings 4th Edition are:
 - Think-Pair-Share: A simple questioning technique that keeps all students involved in class discussions and gives every student a chance to answer every question. It takes the fear out of discussion by allowing students to think carefully about their answers and to talk about them with partners before responding to the class.
 - Team Huddle: A technique that provides an opportunity for students to process information and discuss answers to questions in teams before sharing with the whole group.
 - Random Reporter: An easy-to-use technique that is effective for answering questions at all levels of difficulty. It prompts team interdependence because no one knows who will be called on to answer a question. Teammates have to prepare each member of the team to successfully answer the question if his or her number is called.
- Students are expected to work cooperatively throughout the instructional process. They are taught and expected to demonstrate the five team cooperation goals:
 - practice active listening,
 - help and encourage others,
 - everyone participates,
 - explain your ideas/tell why, and
 - complete tasks.
- During Teamwork, students read with partners, discuss strategy use, answer Team Talk questions, and write answers to the Write-On question. Partner reading and team discussion are student-led activities. During this time, students work with partners and then teams as the teacher monitors and reinforces their discussions at the class level. During Teamwork, students receive ample opportunity to discuss and extend their comprehension of the text while focusing on the keys to unlocking their comprehension—the core reading strategies. The teacher can collect individual scores at any point during Teamwork and award challenge scores using Random Reporter during class discussion.

Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Reading Wings 4th Edition lessons encourage students to utilize all aspects of a story or text, in addition to supporting media, to aid in comprehension.

- In narrative lessons, the teacher models, and students learn to evaluate illustrations to aid in their comprehension of a story.
- In expository lessons, the teacher models, and students learn to include analysis of text features in their comprehension of the text.
- Background videos help students conceptualize the topic of a story or text and help them develop questions before they begin to read.
- Student-process videos ask students to analyze what they see student teams doing in a video and then ask students to evaluate the students in the videos and utilize the explained process in their own student work.
- Fluency videos ask students to evaluate videos of students who demonstrate fluency, or a lack thereof, and to assign appropriate fluency scores.
- Strategy videos ask students to engage in core comprehension-monitoring strategies and build excitement about using the strategy to aid in students' own reading.
- Active instruction of targeted skills is also available for presentation on interactive whiteboards, which helps students to visualize skill use and shows graphic organizers and other student tasks visually for better comprehension.

Anchor Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- Students are expected to work cooperatively throughout the instructional process. They are taught and expected to demonstrate the five team cooperation goals:
 - practice active listening,
 - help and encourage others,
 - everyone participates,
 - explain your ideas/tell why, and
 - complete tasks.

Presentation of Knowledge and Ideas

Anchor Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- During Teamwork, students read with partners, discuss strategy use, answer Team Talk questions, and write answers to the Write-On questions. Partner reading and team discussion are student-led activities. During this time, students work with partners and then teams as the teacher monitors and reinforces their discussions at the class level.
- Book Club consists of Read and Respond and Book Club activities. For Read and Respond, students read from self-selected books that they choose with the teacher's assistance. They are expected to read twenty minutes each night at home. Following the nightly reading, students write a reaction to what they read on their homework page. A parent/guardian/listener then verifies that the student has read each evening. Book Club activities provide students with the opportunity to celebrate and share the reading experiences gained through their Read and Respond assignments. Book Club expands upon independent reading by having students reflect upon their reading, share their experiences with others, receive feedback, motivate others to read, and most importantly, celebrate their own enjoyment of reading.
 - Students deliver presentations during Book Club. The activities can vary depending on what the teacher or student chooses. The scoring criteria differ based on the activity and are chosen by the teacher.
- After the day-5 test, students participate in team discussion. Teams discuss strategy use, answers to test questions, and any additions to their graphic organizers. Using a different color pen, students add any information that they want to include to enhance their answers. Then the teacher leads a whole-class discussion of strategy use, answers to test questions, and any additions to the graphic organizers. Students have the opportunity to share what they added to their skill-question answers.
- During Adventures in Writing on day 6, students may be selected or may volunteer to share their completed writing with the class.

Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- Class discussion, Book Club, team discussion, and Adventures in Writing do not specifically require students to use computers or other digital media to create or publish writing or to share information, but leave it to the teacher's discretion to use the tools available to students at school.
 - Lesson-specific instruction in Adventures in Writing may have students illustrate or create presentations of their writing if time remains in class; however, students are not graded for this work.

Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- During Fluency in Five, students practice reading aloud from a variety of texts. The teacher models reading fluently and then guides the students as they use the rubric to provide feedback to their partners. Certain lessons also include videos of students reading, for which students can use their rubrics to give feedback. On subsequent days, students use pages that they have read to practice fluent reading themselves. Students use the rubric to give feedback to their partners, and then they switch roles. The teacher selects two or three students randomly when they are ready to read aloud for a score. The teacher uses the rubric to score fluency, provide targeted feedback, and guide students in setting fluency goals.
 - Students who read fluently should read with feeling, smoothness, and accuracy at the targeted rate.
- Students may apply what they practice during Fluency in Five to other spoken presentations.

**Section VIII: Alignment to English Language Arts
Standards for Reading: Speaking and Listening**

Grade 2
Comprehension and Collaboration
Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> • 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). • Build on others' talk in conversations by linking their comments to the remarks of others. • Ask for clarification and further explanation as needed about the topics and texts under discussion.
<ul style="list-style-type: none"> • Students are expected to work cooperatively throughout the instructional process. They are taught and expected to demonstrate the five team cooperation goals: <ul style="list-style-type: none"> – practice active listening, – help and encourage others, – everyone participates, – explain your ideas/tell why, and – complete tasks. • Targeted Treasure Hunts: Teamwork, class discussion, and team discussion
Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
<p>Students have a variety of opportunities to evaluate information presented in diverse media and formats:</p> <ul style="list-style-type: none"> • Targeted Treasure Hunts: background videos, listening comprehension, fluency videos, Teamwork, class discussion, and team discussion
Anchor Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
<p>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.</p>
<ul style="list-style-type: none"> • Targeted Treasure Hunts: Teamwork, class discussion, and team discussion • Students are expected to work cooperatively throughout the instructional process. They are taught and expected to demonstrate the five team cooperation goals: <ul style="list-style-type: none"> – practice active listening, – help and encourage others, – everyone participates, – explain your ideas/tell why, and – complete tasks.

Presentation of Knowledge and Ideas	
Anchor Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	
<ul style="list-style-type: none"> • Targeted Treasure Hunts: Teamwork, class discussion, Book Club, and team discussion • Adventures in Writing: <i>Mr. Putter & Tabby Walk the Dog</i>; <i>The Boy Who Didn't Believe in Spring</i>; <i>Julian, Dream Doctor</i>, cycle 2; <i>Truman's Aunt Farm</i>; 	
Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
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.	
<ul style="list-style-type: none"> • Class discussion, Fluency in Five, Book Club, team discussion, and Adventures in Writing do not specifically require students to use computers or other digital media to create or publish writing or share information, but leave it to the teacher's discretion to use the tools available to students at school. <ul style="list-style-type: none"> – Lesson-specific instruction in Adventures in Writing may have students illustrate or create presentations of their writing if time remains in class; however, students are not graded for this work. 	
Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	
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 on pages 26 and 27 for specific expectations.)	
<ul style="list-style-type: none"> • Targeted Treasure Hunts: Teamwork, class discussion, Fluency in Five, and team discussion 	

Grade 3

Comprehension and Collaboration

Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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 topics and texts*, building on others' ideas and expressing their own clearly.

- 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.
- 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).
- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- Explain their own ideas and understanding in light of the discussion.

- Students are expected to work cooperatively throughout the instructional process. They are taught and expected to demonstrate the five team cooperation goals:
 - practice active listening,
 - help and encourage others,
 - everyone participates,
 - explain your ideas/tell why, and
 - complete tasks.
- Targeted Treasure Hunts: Teamwork, class discussion, and team discussion

Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

Students have a variety of opportunities to evaluate information presented in diverse media and formats:

- Targeted Treasure Hunts: background videos, listening comprehension, fluency videos, Teamwork, class discussion, and team discussion

Anchor Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

- Targeted Treasure Hunts: Teamwork, class discussion, and team discussion
- Students are expected to work cooperatively throughout the instructional process. They are taught and expected to demonstrate the five team cooperation goals:
 - practice active listening,
 - help and encourage others,
 - everyone participates,
 - explain your ideas/tell why, and
 - complete tasks.

Presentation of Knowledge and Ideas

Anchor Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

- Targeted Treasure Hunts: Teamwork, class discussion, Book Club, and team discussion
- Adventures in Writing:
 - Narratives: *The Egyptian Cinderella*; *Too Many Tamales*; *Mufaro’s Beautiful Daughters*; *Lon Po Po*; and *Walking for Freedom: The Montgomery Bus Boycott*, cycle 1
 - Expository writing: *Corn Is Maize: The Gift of the Indians*; *Up a Rainforest Tree*; *Tut’s Mummy Lost... and Found*; and *Ancient Greece: Where Democracy Began*

Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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.

- Class discussion, Fluency in Five, Book Club, team discussion, and Adventures in Writing do not specifically require students to use computers or other digital media to create or publish writing or share information, but leave it to the teacher’s discretion to use the tools available to students at school.
 - Lesson-specific instruction in Adventures in Writing may have students illustrate or create presentations of their writing if time remains in class; however, students are not graded for this work.

Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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 on pages 28 and 29 for specific expectations.)

- Targeted Treasure Hunts: Teamwork, class discussion, Fluency in Five, and team discussion

Grade 4

Comprehension and Collaboration

Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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' ideas and expressing their own clearly.

- 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.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

- Students are expected to work cooperatively throughout the instructional process. They are taught and expected to demonstrate the five team cooperation goals:
 - practice active listening,
 - help and encourage others,
 - everyone participates,
 - explain your ideas/tell why, and
 - complete tasks.
- Targeted Treasure Hunts: Teamwork, class discussion, and team discussion

Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Students have a variety of opportunities to evaluate information presented in diverse media and formats:

- Targeted Treasure Hunts: background videos, listening comprehension, fluency videos, Teamwork, class discussion, and team discussion

Anchor Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

- Targeted Treasure Hunts: Teamwork, class discussion, and team discussion
- Students are expected to work cooperatively throughout the instructional process. They are taught and expected to demonstrate the five team cooperation goals:
 - practice active listening,
 - help and encourage others,
 - everyone participates,
 - explain your ideas/tell why, and
 - complete tasks.

Presentation of Knowledge and Ideas

Anchor Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

- Targeted Treasure Hunts: Teamwork, class discussion, Book Club, and team discussion
- Adventures in Writing:
 - Narratives: *Fantastic Mr. Fox*; *Uncle Jed’s Barbershop*; *The Midnight Horse*; *To the Top! Climbing the World’s Highest Mountain*; and *All for the Better: A Story of El Barrio*
 - Expository writing: *The Hopi*; *American Journeys: Notes from the Southeast*; and *...If You Traveled West in a Covered Wagon*, cycle 1

Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

- Class discussion, Fluency in Five, Book Club, team discussion, and Adventures in Writing do not specifically require students to use computers or other digital media to create or publish writing or share information, but leave it to the teacher’s discretion to use the tools available to students at school.
 - Lesson-specific instruction in Adventures in Writing may have students illustrate or create presentations of their writing if time remains in class; however, students are not graded for this work.

Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)

- Targeted Treasure Hunts: Teamwork, class discussion, Fluency in Five, and team discussion

Grade 5

Comprehension and Collaboration

Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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 and expressing their own clearly.

- 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.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

- Students are expected to work cooperatively throughout the instructional process. They are taught and expected to demonstrate the five team cooperation goals:
 - practice active listening,
 - help and encourage others,
 - everyone participates,
 - explain your ideas/tell why, and
 - complete tasks.
- Targeted Treasure Hunts: Teamwork, class discussion, and team discussion

Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Students have a variety of opportunities to evaluate information presented in diverse media and formats:

- Targeted Treasure Hunts: background videos, listening comprehension, fluency videos, Teamwork, class discussion, and team discussion

Anchor Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

- The Savvy Reader Summarizing
- Targeted Treasure Hunts: Teamwork, class discussion, and team discussion
- Students are expected to work cooperatively throughout the instructional process. They are taught and expected to demonstrate the five team cooperation goals:
 - practice active listening,
 - help and encourage others,
 - everyone participates,
 - explain your ideas/tell why, and
 - complete tasks.

Presentation of Knowledge and Ideas	
Anchor Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
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 clearly at an understandable pace.	
<ul style="list-style-type: none"> • Targeted Treasure Hunts: Teamwork, class discussion, Book Club, and team discussion • Adventures in Writing: <ul style="list-style-type: none"> – Expository writing: <i>The Human Body</i>; <i>Pollution and Waste</i>; <i>Animal Defenses</i>; and <i>Shaking the Earth: Earthquakes and Volcanoes</i> – Opinion writing: <i>Misty of Chincoteague</i>, cycle 4 and <i>Endangered Species</i> 	
Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
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.	
<ul style="list-style-type: none"> • Class discussion, Fluency in Five, Book Club, team discussion, and Adventures in Writing do not specifically require students to use computers or other digital media to create or publish writing or share information, but leave it to the teacher’s discretion to use the tools available to students at school. <ul style="list-style-type: none"> – Lesson-specific instruction in Adventures in Writing may have students illustrate or create presentations of their writing if time remains in class; however, students are not graded for this work. 	
Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	
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 on pages 28 and 29 for specific expectations.)	
<ul style="list-style-type: none"> • Targeted Treasure Hunts: Teamwork, class discussion, Fluency in Five, and team discussion 	

Grade 6

Comprehension and Collaboration

Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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.

- 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.
- Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

- Students are expected to work cooperatively throughout the instructional process. They are taught and expected to demonstrate the five team cooperation goals:
 - practice active listening,
 - help and encourage others,
 - everyone participates,
 - explain your ideas/tell why, and
 - complete tasks.
- Targeted Treasure Hunts: Teamwork, class discussion, and team discussion

Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

Students have a variety of opportunities to evaluate information presented in diverse media and formats:

- Targeted Treasure Hunts: background videos, listening comprehension, fluency videos, Teamwork, class discussion, and team discussion

Anchor Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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.

- Targeted Treasure Hunts: Teamwork, class discussion, and team discussion
- Students are expected to work cooperatively throughout the instructional process. They are taught and expected to demonstrate the five team cooperation goals:
 - practice active listening,
 - help and encourage others,
 - everyone participates,
 - explain your ideas/tell why, and
 - complete tasks.

Presentation of Knowledge and Ideas
Anchor Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<ul style="list-style-type: none"> • Targeted Treasure Hunts: Teamwork, class discussion, Book Club, and team discussion • Adventures in Writing: <ul style="list-style-type: none"> – Expository writing: <i>Muscles: Our Muscular System</i>; <i>Don't Know Much About the Solar System</i>; <i>Food and Feasts in the Middle Ages</i>; <i>Children of the Dust Bowl: The True Story of the School at Weedpatch Camp</i>, cycle 1; and <i>Exploring Your Nervous System</i> – Opinion writing: <i>The Bermuda Triangle</i>; and <i>Fire in Their Eyes: Wildfires and the People Who Fight Them</i>, cycle 2
Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
<ul style="list-style-type: none"> • Class discussion, Fluency in Five, Book Club, team discussion, and Adventures in Writing do not specifically require students to use computers or other digital media to create or publish writing or share information, but leave it to the teacher's discretion to use the tools available to students at school. <ul style="list-style-type: none"> – Lesson-specific instruction in Adventures in Writing may have students illustrate or create presentations of their writing if time remains in class; however, students are not graded for this work.
Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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 on page 52 for specific expectations.)
<ul style="list-style-type: none"> • Targeted Treasure Hunts: Teamwork, class discussion, Fluency in Five, and team discussion

Section IX: Alignment to the College and Career Readiness Anchor Standards for Language

Conventions of Standard English
Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<p>Reading Wings 4th Edition does not formally instruct students in the use of writing conventions or grammar skills for writing or speaking; however, there are sections in lessons in which the teacher may review skills as needed. For example:</p> <ul style="list-style-type: none"> • The Two-Minute Edit is an opening activity included in Targeted Treasure Hunts after day 1 of multiday cycles. These activities are used to teach and reinforce grammar/mechanics skills. The teacher prepares sentences that reflect common errors that he or she has observed in students' daily writing such as Adventures in Writing activities, meaningful sentences, or Write-On answers. The sentence is displayed as students enter the classroom. Teams work together to identify and orally correct errors in the sentence. • Adventures in Writing: During editing, the teacher introduces the idea of editing and creates an editing checklist based on the class's needs. Students check their drafts and their partners' drafts using the checklist. Then students share edits. Specific lessons also use this opportunity to address and practice editing for specific, common writing errors.
Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<p>Reading Wings 4th Edition does not formally teach writing conventions and grammar when writing or speaking; however, there are sections in lessons in which teachers may review skills as needed. For example:</p> <ul style="list-style-type: none"> • The Two-Minute Edit is an opening activity included in Targeted Treasure Hunts after day 1 of multiday cycles. These activities are used to teach and reinforce grammar/mechanics skills. The teacher prepares sentences that reflect common errors that he or she has observed in students' daily writing such as Adventures in Writing activities, meaningful sentences, or Write-On answers. The sentence is displayed as students enter the classroom. Teams work together to identify and orally correct errors in the sentence. • Word Power: During specific Word Power lessons, such as those about abbreviations, contractions, or dictionary skills, students may discuss the capitalization of proper nouns and titles and punctuating contractions and abbreviated words. • Adventures in Writing: During editing, the teacher introduces the idea of editing and creates an editing checklist based on the class's needs. Students check their drafts and their partners' drafts using the checklist. Then students share edits. Specific lessons also use this opportunity to address and practice editing for specific, common writing errors.

Knowledge of Language

Anchor Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Initial instruction in the Reading Wings 4th Edition curriculum targets clarifying, a corecomprehension-monitoring strategy taught through the Savvy Reader lessons. The clarifying strategy gives students the basic knowledge that they should stop when they do not understand something they have read and try to clarify it. Clarifying instruction begins at the word level then progresses to sentence, paragraph, and whole-text comprehension. In addition, vocabulary instruction provides students with experience in building meaning with words and in word-study skills.

- Through the use of a clarifying-strategy reference card, students learn strategies to aid in comprehension. They learn to blend, chunk, look for base words, or reread to clarify at the word level. They also learn to use context clues, reread, read on, use background knowledge, and make mind movies to clarify beyond words. These strategies are used by students and monitored through the curriculum as students clarify when reading all texts, not just those that are part of the Savvy Reader lessons.

Vocabulary Acquisition and Use

Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- The Savvy Reader Clarifying
- Vocabulary and Word Power instruction helps students identify, read, and understand words from the student text both literally and conceptually. Word Power lessons additionally provide instruction in word-study skills (e.g., base word plus ending, abbreviations, Greek and Latin roots, connotation and denotation).

Anchor Standard 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- The Savvy Reader Clarifying
- Vocabulary and Word Power instruction helps students identify, read, and understand words from the student text both literally and conceptually. Word Power lessons additionally provide instruction in word-study skills (e.g., base word plus ending, abbreviations, Greek and Latin roots, connotation and denotation).
- Students learn more about the use of words in author's craft targeted skill lessons such as figurative-language and literary-technique instruction. In these more advanced lessons, students learn the impact that words and phrases have on the author's purpose and tone. They learn that sometimes words must be interpreted, not just read in the literal sense. These skills help students gain a greater appreciation for written works and learn how words impact a text as a whole.

Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- The Savvy Reader Clarifying
- Vocabulary and Word Power
- During Vocabulary Vault activities, students also share vocabulary words that they found in the environment to earn team celebration points. Teams write successfully explained words on their team score sheets.
- Adventures in Writing: Specific writing lessons require students to make a glossary of important or difficult words from texts, with the understanding that a glossary highlights technical and topic-specific words.

Section X: Alignment to English Language Arts Standards for Reading: Language

Grade 2	
Conventions of Standard English	
Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Use collective nouns (e.g., <i>group</i>). • Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). • Use reflexive pronouns (e.g., <i>myself, ourselves</i>). • Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). • Use adjectives and adverbs, and choose between them depending on what is to be modified. • Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). 	
<ul style="list-style-type: none"> • Targeted Treasure Hunts: the Two-Minute Edit • Adventures in Writing: <ul style="list-style-type: none"> – Parts of speech: <i>Gila Monsters Meet You at the Airport</i> – Pronouns: <i>Staying Alive</i> 	
Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
<p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Capitalize holidays, product names, and geographic names. • Use commas in greetings and closings of letters. • Use an apostrophe to form contractions and frequently occurring possessives. • Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>). • Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	
<ul style="list-style-type: none"> • Targeted Treasure Hunts: the Two-Minute Edit • Adventures in Writing: <ul style="list-style-type: none"> – Capitalization: <i>Ruby the Copycat, Mr. Putter & Tabby Walk the Dog, Squeaking Bats, Staying Alive, In the Time of the Dinosaurs, Using Energy Wisely, and Truman’s Aunt Farm</i> – Commas: <i>Who Has Time?</i> • Word Power: <ul style="list-style-type: none"> – Apostrophes: See the Word Power contraction lessons for <i>The Boy Who Didn’t Believe in Spring</i> and <i>The Wednesday Surprise</i>. – Diphthongs: <i>Arthur’s New Puppy, Investigating Your Backyard</i> – Word families: <i>The Bug in Teacher’s Coffee and Other School Poems</i> and <i>Abuela</i> • The Savvy Reader Clarifying 	

Knowledge of Language
Anchor Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> Compare formal and informal uses of English.
<ul style="list-style-type: none"> The Savvy Reader Clarifying
Vocabulary Acquisition and Use
Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies. <ul style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>). Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>). Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
<ul style="list-style-type: none"> The Savvy Reader Clarifying Word Power: <ul style="list-style-type: none"> Prefix and base word: <i>Springtime Birds' Nests</i> Base word and ending: <i>Jamaica's Find</i>; <i>Ruby the Copycat</i>; <i>Washes for Waggers</i>; <i>Jessica</i>; <i>Mole Bakes Bread</i>; <i>Bugs! Bugs! Bugs!</i>; and <i>Winking, Blinking, Wiggling, Wagging</i> Compound words: <i>Appalachia: The Voices of Sleeping Birds</i>, <i>Miss Priss</i>
Anchor Standard 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. <ul style="list-style-type: none"> Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>). Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>).
<ul style="list-style-type: none"> The Savvy Reader Clarifying Word Power: <ul style="list-style-type: none"> Synonyms: <i>Nate the Great</i>, <i>The Mystery of the Stolen Hair Ribbons</i>, <i>Truman's Aunt Farm</i>, and <i>The Scavenger Hunt</i>

Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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*).

- The Savvy Reader Clarifying
- Vocabulary, Word Power, Vocabulary Vault
- Adventures in Writing:
 - Parts of speech: *Gila Monsters Meet You at the Airport*

Grade 3

Conventions of Standard English

Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- Form and use regular and irregular plural nouns.
- Use abstract nouns (e.g., *childhood*).
- Form and use regular and irregular verbs.
- Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
- Ensure subject-verb and pronoun-antecedent agreement.
- Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- Use coordinating and subordinating conjunctions.
- Produce simple, compound, and complex sentences.

- Targeted Treasure Hunts: the Two-Minute Edit
- Adventures in Writing:
 - Parts of speech: *Pompeii...Buried Alive!*; *My Grandma, Major League Slugger*; *The Paper Bag Princess*; *Merlin and the Dragons*
 - Simple/compound/complex sentences: *Lon Po Po*

Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Capitalize appropriate words in titles.
- Use commas in addresses.
- Use commas and quotation marks in dialogue.
- Form and use possessives.
- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
- Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

- Targeted Treasure Hunts: the Two-Minute Edit
- Adventures in Writing:
 - Capitalization: *A New Coat for Anna; Walking for Freedom: The Montgomery Bus Boycott, cycle 2; The Paper Bag Princess; Tut's Mummy Lost...and Found*
 - Commas: *A New Coat for Anna* and *Walking for Freedom: The Montgomery Bus Boycott, cycle 2*
- Word Power:
 - Apostrophes: See the Word Power contraction lessons for; *Tony's Bread; Sarah, Plain and Tall*
 - Base word and ending: *A New Coat for Anna; The Egyptian Cinderella; Freckle Juice; Mufaro's Beautiful Daughters; Walking for Freedom: The Montgomery Bus Boycott, cycle 2; I Don't Like Different; Tut's Mummy Lost...and Found*
 - Syllable patterns: *Finding the Titanic; The Pocket Watch; Pompeii...Buried Alive!*
- The Savvy Reader Clarifying

Knowledge of Language

Anchor Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Choose words and phrases for effect.
- Recognize and observe differences between the conventions of spoken and written standard English.

- The Savvy Reader Clarifying

Vocabulary Acquisition and Use

Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.

- Use sentence-level context as a clue to the meaning of a word or phrase.
- 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*).
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
- Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

- The Savvy Reader Clarifying
- Word Power:
 - Prefix and base word: *Too Many Tamales; The Three Little Javalinas; Know Your Food!; Walking for Freedom: The Montgomery Bus Boycott, cycle 1; and Ancient Greece: Where Democracy Began*
 - Base word and ending: *A New Coat for Anna; The Egyptian Cinderella; Freckle Juice; Mufaro’s Beautiful Daughters; Walking for Freedom: The Montgomery Bus Boycott, cycle 2; I Don’t Like Different; Tut’s Mummy Lost...and Found;*
 - Dictionary skills: *Pig and Wolf Masks, Corn Is Maize: The Gift of the Indians, Lon Po Po*

Anchor Standard 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
- Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
- Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).

- The Savvy Reader Clarifying
- Figurative language: *The Great Frog Race and Other Poems*
- Word Power:
 - Synonyms: *The Very First Americans, The Three Little Pigs, Up a Rainforest Tree, and The Paper Bag Princess*

Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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*).

- The Savvy Reader Clarifying
- Vocabulary, Word Power, Vocabulary Vault
- Adventures in Writing:
 - Glossary: *The Very First Americans*

Grade 4

Conventions of Standard English

Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
- Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
- Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
- Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
- Form and use prepositional phrases.
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- Correctly use frequently confused words (e.g., *to, too, two; there, their*).

- Targeted Treasure Hunts: the Two-Minute Edit
- Adventures in Writing:
 - Parts of speech: *The Wump World* and *Tales of a Fourth Grade Nothing*, cycle 3
 - Pronouns: *To the Top! Climbing the World's Highest Mountain*
 - Simple/compound/complex sentences: *Tales of a Fourth Grade Nothing*, cycle 2

Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Use correct capitalization.
- Use commas and quotation marks to mark direct speech and quotations from a text.
- Use a comma before a coordinating conjunction in a compound sentence.
- Spell grade-appropriate words correctly, consulting references as needed.

- Targeted Treasure Hunts: the Two-Minute Edit
- Adventures in Writing:
 - Capitalization: *Life in the Rainforests*, *Your Planet Needs You!*, and *To the Top! Climbing the World's Highest Mountain*
 - Commas: *Life in the Rainforests* and *Charlotte's Web*, cycle 3
 - Quotation marks: *The Hopi*
 - Simple/compound/complex sentences: *Tales of a Fourth Grade Nothing*, cycle 2
- The Savvy Reader Clarifying and Word Power

Knowledge of Language

Anchor Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Choose words and phrases to convey ideas precisely.
- Choose punctuation for effect.
- Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

- The Savvy Reader Clarifying
- Adventures in Writing:
 - Word choice: *The Wump World*; *The Trail of Tears*; *Charlotte's Web*, cycle 4; and *...If You Traveled West in a Covered Wagon*
 - End punctuation: *Charlotte's Web*, cycle 3
- Targeted Treasure Hunts: class discussion and team discussion

Vocabulary Acquisition and Use

Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.

- Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).
- 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.

- The Savvy Reader Clarifying
- Word Power:
 - Latin/Greek roots: *Crazy Camouflage and Other Awesome Animal Adaptations* and *All for the Better: A Story of El Barrio*
 - Prefix and base word: *The Trail of Tears*
 - Base word and ending: *Fantastic Mr. Fox*, cycle 2; *Fox's Fine Diner*; *A Writing Kind of Day*; *Tales of a Fourth Grade Nothing*, cycle 3; *Terrible Tommy*; *Honey, I Love*; and *...If You Traveled West in a Covered Wagon*, cycle 2
 - Dictionary skills: *Life in the Rainforests*, *The Hopi*, *Will We Miss Them? Endangered Species*, and *Finding Fort Laramie*

Anchor Standard 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

- The Savvy Reader Clarifying
- Figurative language: *The Midnight Horse*, cycle 1
- Literary techniques: *Home: A Journey Through America*
- Word Power:
 - Antonyms: *Your Planet Needs You!*; *The Lions and the Antelope*; *Charlotte's Web*, cycle 2
 - Synonyms: *The Wump World*; *Stumpy the Stubborn Squirrel*; *E-mail*; and *...If You Traveled West in a Covered Wagon*, cycle 1
 - Connotation/denotation: *Charlotte's Web*, cycle 1; *The Midnight Horse*, cycle 1; *Travel Brochure*; and *To the Top! Climbing the World's Highest Mountain*

Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

- The Savvy Reader Clarifying
- Vocabulary, Word Power, Vocabulary Vault

Grade 5

Conventions of Standard English

Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses.
- Use verb tense to convey various times, sequences, states, and conditions.
- Recognize and correct inappropriate shifts in verb tense.
- Use correlative conjunctions (e.g., *either/or*, *neither/nor*).

- Targeted Treasure Hunts: the Two-Minute Edit
- Adventures in Writing:
 - Parts of speech: *Misty of Chincoteague*, cycle 3
 - Verb tense: *The Human Body*
 - Simple/compound/complex sentences: *The Human Body* and *Hey World, Here I Am!*, cycle 2

Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Use punctuation to separate items in a series.
- Use a comma to separate an introductory element from the rest of the sentence.
- 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?*).
- Use underlining, quotation marks, or italics to indicate titles of works.
- Spell grade-appropriate words correctly, consulting references as needed.

- Targeted Treasure Hunts: the Two-Minute Edit
- Adventures in Writing:
 - Commas: *Darnell Rock Reporting*, cycle 3; *...If You Lived at the Time of the Great San Francisco Earthquake*; and *William Shakespeare & the Globe*
 - Colons/semicolons: *Darnell Rock Reporting*, cycle 3 and *Disasters at Sea*
 - Quotation marks: *...If You Lived at the Time of the Great San Francisco Earthquake* and *William Shakespeare & the Globe*
 - Simple/compound/complex sentences: *The Human Body* and *Hey World, Here I Am!*, cycle 2
 - Spelling: *Misty of Chincoteague*, cycles 1 and 2
- The Savvy Reader Clarifying and Word Power

Knowledge of Language

Anchor Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

- The Savvy Reader Clarifying
- Adventures in Writing:
 - Simple/compound/complex sentences: *The Human Body* and *Hey World, Here I Am!*, cycle 2
 - Word choice: *Disasters at Sea*; *To Space and Back*; *Belle Prater's Boy*, cycle 2; *William Shakespeare & the Globe*; and *Hey World, Here I Am!*, cycle 2
- Targeted Treasure Hunts: Teamwork, class discussion, and team discussion

Vocabulary Acquisition and Use

Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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.

- Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
- 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.

- The Savvy Reader Clarifying
- Word Power:
 - Latin/Greek roots: *Searching the Internet*; *How Did Children Play in Colonial Times?*; and *Belle Prater's Boy*, cycle 3
 - Prefix and base word: *Darnell Rock Reporting*, cycle 3; *To Space and Back*; *Belle Prater's Boy*, cycle 5; *Hey World, Here I Am!*; and *Endangered Species*
 - Base word and ending: *Disasters at Sea*; "Birches"; *Misty of Chincoteague*, cycle 3; *Dear Benjamin Banneker*; and *Hey World, Here I Am!*, cycle 1
 - Dictionary skills: *The Human Body* and *Belle Prater's Boy*, cycle 4

Anchor Standard 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figurative language, including similes and metaphors, in context.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

- The Savvy Reader Clarifying
- Figurative language: *Brown Honey in Broomwheat Tea*
- Literary techniques: "Birches"
- Word Power:
 - Antonyms: *...If You Lived at the Time of the Great San Francisco Earthquake*, cycle 2; *The Great Fire*; *Hey World, Here I Am!*, cycle 2; and *Bears Bear Watching*
 - Synonyms: *Memorandum*; *Misty of Chincoteague*, cycle 1; *To Fly or Not to Fly*; *Brown Honey in Broomwheat Tea*; and *Animal Defenses*
 - Connotation/denotation: *Belle Prater's Boy*, cycle 1 and *William Shakespeare & the Globe*
 - Homographs: *The Wrong Choice* and *Misty of Chincoteague*, cycle 2

Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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*).

- The Savvy Reader Clarifying
- Cause and effect: *Darnell Rock Reporting*, cycle 4; *Bridge to Terabithia*, cycle 2; *Misty of Chincoteague*, cycle 3; *Pollution and Waste*; *Memorandum*; and *Shaking the Earth: Earthquakes and Volcanoes*
- Compare and contrast: *Darnell Rock Reporting*, cycle 3; *Belle Prater’s Boy*, cycle 1; *To Fly or Not to Fly*; *Dear Benjamin Banneker*; and *You Wouldn’t Want to Be in a Medieval Dungeon*
- Vocabulary, Word Power, and Vocabulary Vault
- Adventures in Writing

Grade 6

Conventions of Standard English

Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Ensure that pronouns are in the proper case (subjective, objective, possessive).
- Use intensive pronouns (e.g., *myself*, *ourselves*).
- Recognize and correct inappropriate shifts in pronoun number and person.
- Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.

- The Savvy Reader Clarifying
- Targeted Treasure Hunts: the Two-Minute Edit
- Adventures in Writing:
 - Pronouns: *The Lion, the Witch and the Wardrobe*, cycle 2 and *Children of the Dust Bowl: The True Story of the School at Weedpatch Camp*, cycle 2

Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- Spell correctly.

- Targeted Treasure Hunts: the Two-Minute Edit
- Adventures in Writing:
 - Commas: *Number the Stars*, cycle 3
- The Savvy Reader Clarifying and Word Power

Knowledge of Language

Anchor Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Vary sentence patterns for meaning, reader/listener interest, and style.
- Maintain consistency in style and tone.

- The Savvy Reader Clarifying
- Adventures in Writing:
 - Word choice: *Number the Stars*, cycle 3; *Weather*; *From the Mixed-up Files of Mrs. Basil E. Frankweiler*, cycle 1; *Julie of the Wolves*, cycle 4; and *Exploring Your Nervous System*
- Targeted Treasure Hunts: Teamwork, class discussion, and team discussion

Vocabulary Acquisition and Use

Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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.

- 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.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).
- 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.
- 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).

- The Savvy Reader Clarifying
- Word Power:
 - Latin/Greek roots: *Number the Stars*, cycles 2 and 3; *Lightning Safety*; *The Storyteller*; *Dave at Night*, cycle 4; *Fire in Their Eyes: Wildfires and the People Who Fight Them*, cycle 2; and *Sleepnight Sleeping Bag User's Manual*
 - Prefix and base word: *Weather*; *From the Mixed-up Files of Mrs. Basil E. Frankweiler*, cycles 2 and 3; *Fire in Their Eyes: Wildfires and the People Who Fight Them*, cycle 1; and *Julie of the Wolves*, cycle 3

- Base word and ending: *Number the Stars*, cycle 1; *The Bermuda Triangle*; *The Lion, the Witch and the Wardrobe*, cycle 4; *The Bridge to Goodness*; *Julie of the Wolves*, cycle 1; and *Tides*
- Dictionary skills: *The Bermuda Triangle*; *Fundraising Friends*; *Muscles: Our Muscular System*; *Exploring Exploring Your Nervous System*; and *Children of the Dust Bowl: The True Story of the School at Weedpatch Camp*, cycle 2

Anchor Standard 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figures of speech (e.g., personification) in context.
- Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).

- The Savvy Reader Clarifying
- Figurative language: Team Talk questions and comprehension questions on the test include those that are based on the targeted skill and nontargeted skills, which can include figurative language.
- Literary techniques: *Knock at a Star: A Child’s Introduction to Poetry* and *The Lion, the Witch and the Wardrobe*, cycle 3
- Word Power:
 - Antonyms: *From the Mixed-up Files of Mrs. Basil E. Frankweiler*, cycle 4; *Knock at a Star: A Child’s Introduction to Poetry*, cycle 1; *The Lion, the Witch and the Wardrobe*, cycle 2; and *Children of the Dust Bowl: The True Story of the School at Weedpatch Camp*, cycle 1
 - Synonyms: *The Lion, the Witch and the Wardrobe*, cycle 1; *Knock at a Star: A Child’s Introduction to Poetry*, cycle 2; *Julie of the Wolves*, cycle 2; *Don’t Know Much About the Solar System*; and *Exploring Your Nervous System*
 - Connotation/denotation: *From the Mixed-up Files of Mrs. Basil E. Frankweiler*, cycle 1; *Dave at Night*, cycle 2; *The Lion, the Witch and the Wardrobe*, cycle 5; *Julie of the Wolves*, cycle 4; and *The Out-of-Towners*
 - Homographs: *Dave at Night*, cycle 3; *Garbage and Recycling*

Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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.

- The Savvy Reader Clarifying
- Vocabulary, Word Power, and Vocabulary Vault
- Adventures in Writing:

