

Success for All Foundation

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# Alignment to the College and Career Readiness Standards

Reading Wings

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## Introduction

As an endorsing partner of the College and Career Readiness 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 College and Career Readiness 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 College and Career Readiness 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

**Section VIII:** Provides lesson titles that address the speaking and listening standards by grade level

**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

### **Text Complexity and Leveling Texts**

The College and Career Readiness 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 College and Career Readiness 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.



# Reading Wings<sup>4th</sup> Edition

## Alignment to the College and Career Readiness Standards Initiative

College and Career Readiness Anchor Standards and English  
Language Arts Standards for Reading, Writing, Speaking and  
Listening, and Language

## Section I: College and Career Readiness Anchor Standards for Reading

Key Ideas and Details
<p><b>Anchor Standard 1:</b> 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.</p>
<p>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:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Adventures in Writing—This writing activity is based on the student reading and requires students to further their comprehension through a written project.</li> </ul> <p><b>Related targeted skills:</b> drawing conclusions and story structure</p>
<p><b>Anchor Standard 2:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>
<p>Students utilize graphic organizers throughout Reading Wings 4th Edition to determine and organize ideas within a text.</p> <ul style="list-style-type: none"> <li>• Literature 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.</li> <li>• Informational text 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 informational text process incorporated in Reading Wings 4th Edition calls for students to create a summary of the text during each cycle.</li> <li>• 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.</li> </ul> <p><b>Related targeted skills:</b> main idea, setting, summarizing, and theme</p>
<p><b>Anchor Standard 3:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>
<p>Targeted skill instruction throughout the Reading Wings 4th Edition curriculum asks students to make connections between ideas to improve their comprehension.</p> <ul style="list-style-type: none"> <li>• Literature 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.</li> <li>• Informational text 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 informational text lesson, students understand a full picture of the topic and can relate it to their world.</li> <li>• 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</li> </ul>

<p>ensure understanding and gain deeper knowledge.</p> <p><b>Related targeted skills:</b> cause and effect, compare and contrast, problem and solution, sequencing, story structure, characterization, mood, plot, setting, theme, predicting, and questioning</p>
<p><b>Craft and Structure</b></p>
<p><b>Anchor Standard 4:</b> 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>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.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> <li>• 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.</li> </ul> <p><b>Related targeted skills:</b> clarifying, figurative language, and literary techniques</p>
<p><b>Anchor Standard 5:</b> 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>Specific targeted skills in the Reading Wings 4th Edition curriculum address the topic of text structures in Targeted Treasure Hunts.</p> <ul style="list-style-type: none"> <li>• In literature 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, literary works follow a similar form with characters, a setting, a problem, main events, and a solution. 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.</li> <li>• In informational text 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 informational texts in general. This helps students anticipate and better comprehend what they read.</li> </ul> <p><b>Related targeted skills:</b> story structure, author’s purpose, genre structure, text features, and text structure</p>
<p><b>Anchor Standard 6:</b> Assess how point of view or purpose shapes the content and style of a text.</p>
<p>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.</p> <ul style="list-style-type: none"> <li>• In literature 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</li> </ul>

<p>comprehend the text as a whole and allows them to anticipate a character’s reactions.</p> <ul style="list-style-type: none"> <li>• In informational text 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.</li> </ul> <p><b>Related targeted skills:</b> author’s purpose, characterization, point of view, main idea, and fact and opinion</p>
<p><b>Integration of Knowledge and Ideas</b></p>
<p><b>Anchor Standard 7:</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.<sup>1</sup></p>
<p>Reading Wings 4th Edition lessons encourage students to utilize all aspects of a story or text, including any supporting media, to aid in comprehension.</p> <ul style="list-style-type: none"> <li>• In literature lessons, the teacher models how and students learn to evaluate illustrations to aid their comprehension of a story.</li> <li>• In informational text lessons, the teacher models how and students learn to include analysis of text features in their comprehension of a text.</li> <li>• Background videos help students conceptualize the topic of a story or text and help them develop questions before they begin to read.</li> <li>• 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.</li> <li>• Fluency videos ask students to evaluate videos of students who are demonstrating fluency, or a lack thereof, and to assign appropriate fluency scores.</li> <li>• Strategy videos ask students to engage in core comprehension-monitoring strategies and build excitement about using the strategy to aid in students’ own reading.</li> <li>• 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.</li> </ul> <p><b>Related targeted skills:</b> text features</p>
<p><b>Anchor Standard 8:</b> 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.</p>
<p>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.</p> <p><b>Related targeted skills:</b> author’s purpose, compare and contrast, cause and effect, drawing conclusions, fact and opinion, main idea, and sequencing</p>
<p><b>Anchor Standard 9:</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>
<p>Specific lessons in the Reading Wings 4th Edition curriculum ask students to compare texts in one of several ways:</p> <ul style="list-style-type: none"> <li>• Literature to literature: for example, compare plots or outcomes across two stories.</li> <li>• Informational text to informational text: for example, comparing the texts’ structures or two texts by the same author.</li> <li>• Literature to informational text: for example, how does understanding an informational topic help the reader understand the plot of a story?</li> <li>• Literature or informational text 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?</li> </ul>
<p><b>Range of Reading and Level of Text Complexity</b></p>
<p><b>Anchor Standard 10:</b> Read and comprehend complex literary and informational texts independently and proficiently.</p>
<p>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 places during</p>

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: Reading: Literature

Grade 2	
<b>Key Ideas and Details</b>	
<b>RL.2.1.</b> 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"> <li>• The Savvy Reader Clarifying</li> <li>• The Savvy Reader Predicting</li> <li>• The Savvy Reader Questioning</li> <li>• Drawing conclusions: <i>Jamaica’s Find; Tops and Bottoms</i></li> <li>• Story structure: <i>Jessica</i></li> </ul>	
<b>RL.2.2.</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	
<ul style="list-style-type: none"> <li>• The Savvy Reader Summarizing</li> <li>• Plot: <i>The Wednesday Surprise</i></li> <li>• Theme: <i>Why the Sea is Salty</i></li> <li>• Throughout the Reading Wings curriculum, students read a variety of texts that represent different cultures and different versions of popular stories. For example: <i>Gila Monsters Meet You at the Airport; Appalachia: The Voices of Sleeping Birds; Throw Your Tooth on the Roof; Abuela</i></li> </ul>	
<b>RL.2.3.</b> Describe how characters in a story respond to major events and challenges.	
<ul style="list-style-type: none"> <li>• Cause and effect: <i>Washes for Waggers; Mole Bakes Bread; Julian, Dream Doctor</i></li> <li>• Characterization: <i>Julius; Miss Priss</i></li> <li>• Plot: <i>The Wednesday Surprise</i></li> <li>• Problem and solution: <i>Arthur’s New Puppy; Mr. Putter &amp; Tabby Walk the Dog; The Boy Who Didn’t Believe in Spring; and Who Has Time?</i></li> </ul>	
<b>Craft and Structure</b>	
<b>RL.2.4.</b> 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"> <li>• Figurative language: <i>Julian Dream Doctor; The Llama Who Had No Pajama</i></li> </ul>	
<b>RL.2.5.</b> 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"> <li>• Setting: <i>Gila Monsters Meet You at the Airport; Abuela</i></li> <li>• Story structure: <i>Jessica</i></li> </ul>	
<b>RL.2.6.</b> 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"> <li>• Characterization: <i>Julius; Miss Priss</i></li> </ul>	
<b>Integration of Knowledge and Ideas</b>	
<b>RL.2.7.</b> 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"> <li>• Characterization: <i>Julius; Miss Priss</i></li> <li>• Plot: <i>The Wednesday Surprise</i></li> <li>• Setting: <i>Gila Monsters Meet You at the Airport; Abuela</i></li> </ul>	

<ul style="list-style-type: none"> <li>Background video included in: <i>The Boy Who Didn't Believe in Spring</i>; <i>Mole Bakes Bread</i>; <i>Nate the Great</i>; <i>Arthur's New Puppy</i>; <i>Jamaica's Find</i>; <i>Ruby the Copycat</i>; <i>Gila Monsters Meet You at the Airport</i>; <i>Jessica</i>; <i>Julius</i>; <i>Mr. Putter &amp; Tabby Walk the Dog</i>; <i>Who Has Time?</i>; <i>Abuela</i>; <i>Truman's Aunt Farm</i>; <i>Julian, Dream Doctor</i>; <i>The Wednesday Surprise</i></li> </ul>
<b>RL.2.8.</b> Not applicable to literature
<b>RL.2.9.</b> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
<ul style="list-style-type: none"> <li>Linked lessons: <i>The Boy Who Didn't Believe in Spring</i>; <i>Who Has Time?</i> *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.</li> <li>Authors Study: Cynthia Rylant—<i>Mr. Putter &amp; Tabby Walk the Dog</i>, <i>Henry and Mudge: The First Book</i>, <i>Appalachia: The Voices of Sleeping Birds</i> *Note: These lessons are not versions of the same story, but are by the same author. Students are asked to make comparisons and draw conclusions about the author based on the texts.</li> <li>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.</li> <li>Linked to drama: <i>Arthur's New Puppy</i> and <i>Washes for Waggers</i>; <i>Julius</i> and <i>Miss Priss</i>; <i>Nate the Great</i> and <i>The Mystery of the Stolen Hair Ribbons</i>; and <i>Truman's Aunt Farm</i> and <i>The Scavenger Hunt</i> *Note: These activities mostly ask students to compare and contrast two different texts by various authors.</li> </ul>
<b>Range of Reading and Level of Text Complexity</b>
<b>RL.2.10.</b> 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.
<ul style="list-style-type: none"> <li>The Savvy Reader Clarifying</li> <li>Prompt-and-reinforce lessons: <i>The Mystery of the Stolen Hair Ribbons</i>, <i>Mole Bakes Bread</i>; <i>Truman's Aunt Farm</i></li> </ul>

<b>Grade 3</b>
<b>Key Ideas and Details</b>
<b>RL.3.1.</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<ul style="list-style-type: none"> <li>The Savvy Reader Clarifying</li> <li>The Savvy Reader Predicting</li> <li>The Savvy Reader Questioning</li> <li>Drawing conclusions: <i>Lon Po Po</i></li> <li>Story structure: <i>The Pocket Watch</i>; <i>The Paper Bag Princess</i></li> </ul>
<b>RL.3.2.</b> 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"> <li>The Savvy Reader Summarizing</li> <li>Plot: <i>Mufaro's Beautiful Daughters</i>; <i>Merlin's Pupil</i></li> <li>Throughout the Reading Wings 4th Edition curriculum, students read a variety of texts that represent different cultures and different versions of popular stories. For example: <i>A New Coat for Anna</i>; <i>The Three Little Javalinas</i>; <i>The Three Little Pigs</i>; <i>The Egyptian Cinderella</i>; <i>Too Many Tamales</i>; <i>Tony's Bread</i>; <i>Mufaro's Beautiful Daughters</i>; <i>Lon Po Po</i>; <i>Merlin and the Dragons</i>; <i>Merlin's Pupil</i>; <i>Jackie Robinson and the Story of All-Black Baseball</i>; <i>Alvin Ailey</i>; <i>Mary McLeod Bethune</i>; <i>Chang's Paper Pony</i></li> </ul>
<b>RL.3.3.</b> 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"> <li>Cause and effect: <i>The Egyptian Cinderella</i></li> </ul>

<ul style="list-style-type: none"> <li>• Characterization: <i>Dinosaurs Before Dark</i>; <i>Chang’s Paper Pony</i></li> <li>• Plot: <i>Mufaro’s Beautiful Daughters</i>; <i>Merlin’s Pupil</i></li> <li>• Problem and solution: <i>A New Coat for Anna</i>; <i>Too Many Tamales</i>; <i>Freckle Juice</i></li> <li>• Sequence: <i>My Grandma</i>, <i>Major League Slugger</i></li> </ul>
<b>Craft and Structure</b>
<b>RL.3.4.</b> 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"> <li>• The Savvy Reader Clarifying</li> <li>• Figurative language: <i>The Great Frog Race and Other Poems</i></li> <li>• Literary techniques: <i>Sarah, Plain and Tall</i></li> </ul>
<b>RL.3.5.</b> 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"> <li>• Plot: <i>Mufaro’s Beautiful Daughters</i>; <i>Merlin’s Pupil</i></li> <li>• Problem and solution: <i>A New Coat for Anna</i>; <i>Too Many Tamales</i>; <i>Freckle Juice</i></li> <li>• Setting: <i>Dinosaurs Before Dark</i>; <i>I Don’t Like Different</i>; <i>Merlin and the Dragons</i></li> <li>• Story structure: <i>The Pocket Watch</i>; <i>The Paper Bag Princess</i></li> <li>• Poetry: <i>Dreaming Big Dreams and Other Poems</i>; <i>The Great Frog Race and Other Poems</i></li> <li>• Drama: <i>The Pocket Watch</i>; <i>The Three Little Pigs</i>; <i>I Don’t Like Different</i>; <i>Merlin’s Pupil</i></li> </ul>
<b>RL.3.6.</b> Distinguish their own point of view from that of the narrator or those of the characters.
<ul style="list-style-type: none"> <li>• Point of view: <i>Sarah, Plain and Tall</i></li> </ul>
<b>Integration of Knowledge and Ideas</b>
<b>RL.3.7.</b> 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"> <li>• Characterization: <i>Chang’s Paper Pony</i></li> <li>• Background videos found in: <i>My Grandma</i>, <i>Major League Slugger</i>; <i>A New Coat for Anna</i>; <i>Freckle Juice</i>; <i>The Three Little Javalinas</i>; <i>The Egyptian Cinderella</i>; <i>Too Many Tamales</i>; <i>Mufaro’s Beautiful Daughters</i>; <i>Lon Po Po</i>; <i>Merlin and the Dragons</i>; <i>The Paper Bag Princess</i>; <i>Chang’s Paper Pony</i></li> </ul>
<b>RL.3.8.</b> Not applicable to literature
<b>RL.3.9.</b> 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"> <li>• Linked lessons: <i>The Three Little Javalinas</i> and <i>The Three Little Pigs</i>; <i>Mufaro’s Beautiful Daughters</i> and <i>Lon Po Po</i> *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.</li> <li>• Authors Study: Tomie dePaola—<i>Big Anthony: His Story</i>; <i>Tony’s Bread</i>; <i>26 Fairmount Avenue</i> *Note: These lessons are not versions of the same story, but are by the same author. Students are asked to make comparisons and draw conclusions about the author based on the texts.</li> <li>• 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.</li> <li>• Linked to drama: <i>Too Many Tamales</i> and <i>The Pocket Watch</i>; <i>Merlin and the Dragons</i> and <i>Merlin’s Pupil</i> *Note: These activities mostly ask students to compare and contrast two different texts by various authors.</li> </ul>
<b>Range of Reading and Level of Text Complexity</b>
<b>RL.3.10.</b> 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"> <li>• The Savvy Reader Clarifying</li> </ul>

- Prompt-and-reinforce lessons: *Too Many Tamales; The Three Little Pigs; My Grandma, Major League Slugger; Freckle Juice; I Don't Like Different; Merlin and the Dragons; Merlin's Pupil; Chang's Paper Pony*

## Grade 4

### Key Ideas and Details

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

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

- The Savvy Reader Summarizing
- Theme: *Uncle Jed's Barbershop; A Writing Kind of Day: Poems for Young Poets; Dear Mr. Henshaw*

**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).

- Cause and effect: *Fantastic Mr. Fox; Terrible Tommy; The Wump World; Dear Mr. Henshaw*
- Characterization: *Tales of a Fourth Grade Nothing; The Lions and the Antelope; Charlotte's Web; Beezus and Ramona*
- Compare and contrast: *Tales of a Fourth Grade Nothing; Beezus and Ramona*
- Plot: *Charlotte's Web; Beezus and Ramona*
- Problem and solution: *Song of the Trees; Stumpy the Stubborn Squirrel*
- Setting: *Charlotte's Web*
- Story structure: *The Midnight Horse*

### Craft and Structure

**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*
- Literary techniques: *It's Raining Pigs & Noodles; Beezus and Ramona*
- Word Power: Connotation-and-denotation lessons (*Charlotte's Web; The Midnight Horse; Beezus and Ramona*)

**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; It's Raining Pigs & Noodles*
- Drama: *Stumpy the Stubborn Squirrel, The Lions and the Antelope, Terrible Tommy; 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 poem using the structural elements.

**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.

- Point of view: Team Talk questions and comprehension questions on the tests include those that are based on the targeted skill and non-targeted skills, which can include point of view.

### Integration of Knowledge and Ideas

**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.

- 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.
- Background video included in: *Fantastic Mr. Fox*; *Song of the Trees*; *The Midnight Horse*; *Tales of a Fourth Grade Nothing*; *Charlotte’s Web*; *Honey, I Love*; *The Wump World*

**RL.4.8.** Not applicable to literature

**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.

- Authors Study: Beverly Cleary—*Beezus and Ramona*; *Dear Mr. Henshaw*  
\*Note: These lessons are not versions of the same story, but are by the same author. Students are asked to make comparisons and draw conclusions about the author based on the texts.
- 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*; *Daily Life 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

**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.

- The Savvy Reader Clarifying
- Prompt-and-reinforce lessons: *Fantastic Mr. Fox*; *The Wump World*; *Stumpy the Stubborn Squirrel*; *Tales of a Fourth Grade Nothing*; *The Lions and the Antelope*; *Charlotte’s Web*; *Terrible Tommy*; and *Finding Fort Laramie*
- Independent-use lessons: *Honey, I Love*

## Grade 5

### Key Ideas and Details

**RL.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 Predicting
- The Savvy Reader Questioning
- Drawing conclusions: *Darnell Rock Reporting*; *Bridge to Terabithia*; *Belle Prater’s Boy*

<p><b>RL.5.2.</b> 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.</p>
<ul style="list-style-type: none"> <li>• The Savvy Reader Summarizing</li> <li>• Characterization: <i>The Wrong Choice</i>; <i>Charlie and the Chocolate Factory</i>; <i>Misty of Chincoteague</i>; <i>Bridge to Terabithia</i>; <i>Belle Prater's Boy</i></li> <li>• Theme: <i>Charlie and the Chocolate Factory</i>; <i>Hey World, Here I Am!</i>; <i>Tanya's Stylish Suits</i></li> </ul>
<p><b>RL.5.3.</b> 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).</p>
<ul style="list-style-type: none"> <li>• Cause and effect: <i>Darnell Rock Reporting</i>; <i>Misty of Chincoteague</i>; <i>Bridge to Terabithia</i></li> <li>• Characterization: <i>The Wrong Choice</i>; <i>Charlie and the Chocolate Factory</i>; <i>Misty of Chincoteague</i>; <i>Bridge to Terabithia</i>; <i>Belle Prater's Boy</i></li> <li>• Compare and contrast: <i>Darnell Rock Reporting</i>; <i>To Fly or Not to Fly</i>; <i>Belle Prater's Boy</i></li> <li>• Plot: <i>Tuck Everlasting</i>; <i>Belle Prater's Boy</i></li> <li>• Problem and solution: <i>The Great Fire</i>; <i>Misty of Chincoteague</i></li> <li>• Setting: <i>Misty of Chincoteague</i></li> <li>• Story structure: <i>Darnell Rock Reporting</i>; <i>Tuck Everlasting</i></li> </ul>
<p><b>Craft and Structure</b></p>
<p><b>RL.5.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>
<ul style="list-style-type: none"> <li>• The Savvy Reader Clarifying</li> <li>• Figurative language: <i>Brown Honey in Broomwheat Tea</i></li> <li>• Literary techniques: <i>Charlie and the Chocolate Factory</i>; <i>Dirty Beasts</i>; <i>Birches</i></li> <li>• Word Power: Connotation-and-denotation lessons (<i>Tuck Everlasting</i>; <i>Charlie and the Chocolate Factory</i>; <i>Belle Prater's Boy</i>)</li> </ul>
<p><b>RL.5.5.</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>
<ul style="list-style-type: none"> <li>• Story structure: <i>Darnell Rock Reporting</i>; <i>Tuck Everlasting</i></li> <li>• Drama: <i>The Wrong Choice</i>; <i>The Great Fire</i>; <i>To Fly or Not to Fly</i>; <i>Tanya's Stylish Shoes</i></li> <li>• Poetry: <i>Birches</i>; <i>Brown Honey in Broomwheat Tea</i>, <i>Hey World, Here I Am!</i></li> </ul>
<p><b>RL.5.6.</b> Describe how a narrator's or speaker's point of view influences how events are described.</p>
<ul style="list-style-type: none"> <li>• Point of view: Team Talk questions and comprehension questions on the tests include those that are based on the targeted skill and non-targeted skills, which can include point of view.</li> </ul>
<p><b>Integration of Knowledge and Ideas</b></p>
<p><b>RL.5.7.</b> 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).</p>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Background video included in: <i>Misty of Chincoteague</i>; <i>Darnell Rock Reporting</i>; <i>Bridge to Terabithia</i>; <i>Hey World, Here I Am!</i>; <i>Belle Prater's Boy</i></li> </ul>
<p><b>RL.5.8.</b> Not applicable to literature</p>

<p><b>RL.5.9.</b> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>
<ul style="list-style-type: none"> <li>• Authors Study: Roald Dahl—<i>Charlie and the Chocolate Factory</i>; <i>Dirty Beasts</i>; <i>Boy: Tales of Childhood</i> *Note: These lessons are not versions of the same story, but are by the same author. Students are asked to make comparisons and draw conclusions about the author based on the texts.</li> <li>• 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.</li> <li>• Linked to drama: <i>Darnell Rock Reporting</i> and <i>The Wrong Choice</i>; <i>You Are There! San Francisco 1906</i> and <i>The Great Fire</i>; <i>Misty of Chincoteague</i> and <i>To Fly or Not to Fly</i>; <i>Hey World, Here I Am!</i> and <i>Tanya’s Stylish Suits</i> *Note: These activities mostly ask students to compare and contrast two different stories by various authors.</li> </ul>
<p><b>Range of Reading and Level of Text Complexity</b></p>
<p><b>RL.5.10.</b> 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.</p>
<ul style="list-style-type: none"> <li>• The Savvy Reader Clarifying</li> <li>• Independent-use lessons: <i>Misty of Chincoteague</i>; <i>To Fly or Not to Fly</i>; <i>Bridge to Terabithia</i>; <i>Tanya’s Stylish Suits</i>; <i>Belle Prater’s Boy</i></li> </ul>

<h2 style="background-color: #00a68f; color: white; padding: 5px;">Grade 6</h2>	
<h3>Key Ideas and Details</h3>	
<p><b>RL.6.1.</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> <li>• The Savvy Reader Clarifying</li> <li>• The Savvy Reader Questioning</li> <li>• The Savvy Reader Predicting</li> <li>• Drawing conclusions: <i>From the Mixed-up Files of Mrs. Basil E. Frankweiler</i>; <i>Dave at Night</i></li> </ul>
<p><b>RL.6.2.</b> 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"> <li>• The Savvy Reader Summarizing</li> <li>• Theme: <i>Number the Stars</i>; <i>The Storyteller</i>; <i>Julie of the Wolves</i>; <i>The Bridge to Goodness</i></li> </ul>
<p><b>RL.6.3.</b> 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"> <li>• Cause and effect: <i>Number the Stars</i>; <i>From the Mixed-Up Files of Mrs. Basil E. Frankweiler</i></li> <li>• Characterization: <i>Number the Stars</i>; <i>Dave at Night</i>; <i>The Lion, the Witch and the Wardrobe</i>; <i>Julie of the Wolves</i></li> <li>• Plot: <i>Dave at Night</i>; <i>The Lion, the Witch and the Wardrobe</i></li> <li>• Problem and solution: <i>Fundraising Friends</i></li> <li>• Sequencing: <i>From the Mixed-up Files of Mrs. Basil E. Frankweiler</i></li> <li>• Story structure: <i>Dave at Night</i></li> </ul>
<h3>Craft and Structure</h3>	
<p><b>RL.6.4.</b> 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"> <li>• The Savvy Reader Clarifying</li> <li>• Figurative language: Team Talk questions and comprehension questions on the tests include those that are based on the targeted skill and non-targeted skills, which can include figurative language.</li> </ul>

<ul style="list-style-type: none"> <li>Literary techniques: <i>Knock at a Star: A Child's Introduction to Poetry; The Lion, the Witch and the Wardrobe</i></li> <li>Word Power lessons: Connotation-and-denotation lessons (<i>From the Mixed-up Files of Mrs. Basil E. Frankweiler; Dave at Night; The Lion, the Witch and the Wardrobe; Julie of the Wolves; The Out-of-Towners</i>)</li> </ul>
<b>RL.6.5.</b> 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.
<ul style="list-style-type: none"> <li>Plot: <i>Dave at Night; The Lion, the Witch and the Wardrobe</i></li> <li>Setting: <i>Julie of the Wolves</i></li> <li>Story structure: <i>Dave at Night</i></li> <li>Theme: <i>Number the Stars; The Storyteller; Julie of the Wolves; The Bridge to Goodness</i></li> <li>Drama: <i>The Storyteller; Fundraising Friends; The Bridge to Goodness; The Out-of-Towners</i></li> <li>Poetry: <i>Knock at a Star: A Child's Introduction to Poetry</i></li> </ul>
<b>RL.6.6.</b> Explain how an author develops the point of view of the narrator or speaker in a text.
<ul style="list-style-type: none"> <li>Point of view: <i>The Lion, the Witch and the Wardrobe</i></li> </ul>
<b>Integration of Knowledge and Ideas</b>
<b>RL.6.7.</b> 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"> <li>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.</li> <li>Drama: <i>The Storyteller; Fundraising Friends; The Bridge to Goodness; The Out-of-Towners</i></li> <li>Poetry: <i>Knock at a Star: A Child's Introduction to Poetry</i></li> <li>Background video included in: <i>Number the Stars; Dave at Night; Julie of the Wolves; From the Mixed-Up Files of Mrs. Basil E. Frankweiler; The Lion, the Witch and the Wardrobe</i></li> </ul>
<b>RL.6.8.</b> Not applicable to literature
<b>RL.6.9.</b> 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"> <li>Author Study: Lois Lowry—<i>Number the Stars; Looking Back: A Book of Memories</i> *Note: These lessons are not versions of the same story, but are by the same author. Students are asked to make comparisons and draw conclusions about the author based on the texts.</li> <li>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.</li> <li>Linked to drama: <i>From the Mixed-up Files of Mrs. Basil E. Frankweiler and The Storyteller; Dave at Night and Fundraising Friends; The Lion, the Witch and the Wardrobe and The Bridge to Goodness; Children of the Dust Bowl: The True Story of the School at Weedpatch Camp and The Out-of-Towners</i> *Note: These activities mostly ask students to compare and contrast two different stories by various authors.</li> </ul>
<b>Range of Reading and Level of Text Complexity</b>
<b>RL.6.10.</b> 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"> <li>The Savvy Reader Clarifying</li> <li>Independent-use lessons: <i>Number the Stars; From the Mixed-up Files of Mrs. Basil E. Frankweiler; The Storyteller; Dave at Night; The Lion, the Witch and the Wardrobe; The Bridge to Goodness; Julie of the Wolves</i></li> </ul>

## Middle Reading Level

### Key Ideas and Details

**RL.7.1.** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.8.1.** Cite the textual evidence that most strongly supports an 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: *Catherine, Called Birdy; The True Confessions of Charlotte Doyle*

**RL.7.2.** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

**RL.8.2.** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

- The Savvy Reader Summarizing
- Theme: *Holes; A Wrinkle in Time; Gabby's Lesson*
- Plot: *City of Orphans*

**RL.7.3.** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

**RL.8.3.** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

- Cause and effect: *Catherine, Called Birdy; The True Confessions of Charlotte Doyle; The Cay*
- Characterization: *Catherine, Called Birdy; Holes; The True Confessions of Charlotte Doyle; Captain Jones and the Jungle; The Cay; A Wrinkle in Time*
- Plot: *City of Orphans*
- Problem and solution: *Treasure Beach*
- Sequencing: Team Talk questions and comprehension questions on the tests include those that are based on the targeted skill and non-targeted skills, which can include sequencing.

### Craft and Structure

**RL.7.4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

**RL.8.4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

- The Savvy Reader Clarifying
- Literary techniques: *The Place My Words Are Looking For*
- Figurative language: Team Talk questions and comprehension questions on the tests include those that are based on the targeted skill and non-targeted skills, which can include figurative language.
- Word Power lessons: Connotation-and-denotation lessons (*Holes; City of Orphans; The Cay*)

<p><b>RL.7.5.</b> Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p><b>RL.8.5.</b> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p>
<ul style="list-style-type: none"> <li>• Story structure: Team Talk questions and comprehension questions on the tests include those that are based on the targeted skill and non-targeted skills, which can include figurative language.</li> <li>• Theme: <i>Holes</i>; <i>A Wrinkle in Time</i>; <i>Gabby's Lesson</i></li> <li>• Plot: <i>City of Orphans</i></li> <li>• Setting: <i>Holes</i>; <i>City of Orphans</i></li> <li>• Drama: <i>Treasure Beach</i>; <i>A College Conversation</i>; <i>Captain Jones and the Jungle</i>; <i>Gabby's Lesson</i></li> <li>• Poetry: <i>The Place My Words Are Looking For</i></li> </ul>
<p><b>RL.7.6.</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p><b>RL.8.6.</b> Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>
<ul style="list-style-type: none"> <li>• Point of view: <i>A Wrinkle in Time</i></li> </ul>
<p><b>Integration of Knowledge and Ideas</b></p>
<p><b>RL.7.7.</b> Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p><b>RL.8.7.</b> Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Drama: <i>Treasure Beach</i>; <i>A College Conversation</i>; <i>Captain Jones and the Jungle</i>; <i>Gabby's Lesson</i></li> <li>• Poetry: <i>The Place My Words Are Looking For</i></li> <li>• Background video included in: <i>Catherine, Called Birdy</i></li> </ul>
<p><b>RL.7.8.</b> Not applicable to literature</p> <p><b>RL.8.8.</b> Not applicable to literature</p>
<p><b>RL.7.9.</b> Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p><b>RL.8.9.</b> Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p>
<ul style="list-style-type: none"> <li>• Author Study: Avi—<i>The True Confessions of Charlotte Doyle</i>; <i>City of Orphans</i> *Note: These lessons are not versions of the same story, but are by the same author. Students are asked to make comparisons and draw conclusions about the author based on the texts.</li> <li>• 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.</li> <li>• Linked to drama: <i>Holes</i> and <i>Treasure Beach</i>; <i>Farewell to Manzanar</i> and <i>A College Conversation</i>; <i>The True Confessions of Charlotte Doyle</i> and <i>Captain Jones and the Jungle</i>; <i>A Wrinkle in Time</i> and <i>Gabby's Lesson</i> *Note: These activities mostly ask students to compare and contrast two different stories by various authors.</li> </ul>

### Range of Reading and Level of Text Complexity

**RL.7.10.** 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.

**RL.8.10.** By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

- The Savvy Reader Clarifying
- Independent-use lessons: *Catherine*, *Called Bird*; *Holes*; *Treasure Beach*; *The True Confessions of Charlotte Doyle*; *Captain Jones and the Jungle*; *City of Orphans*; *The Cay*; *A Wrinkle in Time*; *Gabby's Lesson*

## Section III: Reading: Informational Text

Grade 2
<b>Key Ideas and Details</b>
<p><b>RI.2.1.</b> 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.</p>
<ul style="list-style-type: none"> <li>• The Savvy Reader Clarifying</li> <li>• The Savvy Reader Predicting</li> <li>• The Savvy Reader Questioning</li> <li>• Drawing conclusions: <i>Staying Alive</i>; <i>Plant a tree, and watch it grow!</i>; <i>How and why do animals adapt?</i></li> </ul>
<p><b>RI.2.2.</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>
<ul style="list-style-type: none"> <li>• The Savvy Reader Summarizing</li> <li>• Main ideas and supporting details: <i>Squeaking Bats</i>; <i>In the Time of the Dinosaurs</i>; <i>Voting in Elections</i></li> </ul>
<p><b>RI.2.3.</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>
<ul style="list-style-type: none"> <li>• Cause and effect: <i>A City Grows</i>; <i>The Amazing Brain Race</i>; <i>Using Energy Wisely</i>; <i>A Weed Is a Flower: The Life of George Washington Carver</i></li> <li>• Compare and contrast: <i>Throw Your Tooth on the Roof</i>; <i>Investigating Your Backyard</i>; <i>So You Want to Be President?</i></li> <li>• Fact and opinion: <i>Wonderfully Weird Animals</i></li> <li>• Sequencing: <i>From Seed to Plant</i>; <i>Drink-Cardon Space Shuttle</i></li> <li>• Text structures: <i>Springtime Birds' Nests</i></li> </ul>
<b>Craft and Structure</b>
<p><b>RI.2.4.</b> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p>
<ul style="list-style-type: none"> <li>• The Savvy Reader Clarifying</li> <li>• Vocabulary routines: Daily vocabulary routines introduce students to domain-specific words in informational text lesson cycles and ask them to determine their meanings within and outside of the text.</li> </ul>
<p><b>RI.2.5.</b> 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.</p>
<ul style="list-style-type: none"> <li>• Text features: <i>Spaceships and Rockets</i>; <i>Bugs! Bugs! Bugs!</i></li> </ul>
<p><b>RI.2.6.</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>
<ul style="list-style-type: none"> <li>• TIGRRS: All informational text 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.</li> <li>• Main ideas and supporting details: <i>Squeaking Bats</i>; <i>In the Time of the Dinosaurs</i>; <i>Voting in Elections</i></li> <li>• Text structures: <i>Springtime Birds' Nests</i></li> </ul>

Integration of Knowledge and Ideas
<b>RI.2.7.</b> 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"> <li>• Text features: <i>Spaceships and Rockets; Bugs! Bugs! Bugs!</i></li> <li>• Background video included in: <i>Appalachia: The Voices of Sleeping Birds; Spaceships and Rockets; In the Time of the Dinosaurs; Bugs! Bugs! Bugs!; How and why do animals adapt?; A Weed Is a Flower: The Life of George Washington Carver; Squeaking Bats; Staying Alive; Investigating Your Backyard; Using Energy Wisely; Wonderfully Weird Animals</i></li> </ul>
<b>RI.2.8.</b> Describe how reasons support specific points the author makes in a text.
<ul style="list-style-type: none"> <li>• Fact and opinion: <i>Wonderfully Weird Animals</i></li> <li>• Main ideas and supporting details: <i>Squeaking Bats; In the Time of the Dinosaurs; Voting in Elections</i></li> </ul>
<b>RI.2.9.</b> Compare and contrast the most important points presented by two texts on the same topic.
<ul style="list-style-type: none"> <li>• Linked lessons: <i>In the Time of the Dinosaurs; Investigating Your Backyard</i> *Note: These two texts do not discuss the same main topic, but the lessons ask students to compare similar subtopics within the two texts.</li> <li>• 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.</li> <li>• Linked to functional text: <i>Albert Einstein: Genius of the Twentieth Century</i> and <i>The Amazing Brain Race; Spaceships and Rockets</i> and <i>Drink-Carton Space Shuttle</i>; and <i>Plant a Tree, Watch it Grow!</i>; and <i>Mole Bakes Bread</i> and <i>Springtime Bird's Nests</i></li> </ul>
Range of Reading and Level of Text Complexity
<b>RI.2.10.</b> 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.
<ul style="list-style-type: none"> <li>• Prompt-and-reinforce lessons: <i>In the Time of the Dinosaurs; Investigating Your Backyard; From Seed to Plant; Bugs! Bugs! Bugs!; Using Energy Wisely; How and why do animals adapt?; A Weed Is a Flower: The Life of George Washington Carver; So You Want to Be President?; Voting in Elections</i></li> </ul>

Grade 3
Key Ideas and Details
<b>RI.3.1.</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<ul style="list-style-type: none"> <li>• The Savvy Reader Clarifying</li> <li>• The Savvy Reader Predicting</li> <li>• The Savvy Reader Questioning</li> <li>• Drawing conclusions: <i>Ancient Egypt: Gods and Pharaohs; The Very First Americans; Mary McLeod Bethune; Classified Advertisements</i></li> </ul>
<b>RI.3.2.</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.
<ul style="list-style-type: none"> <li>• The Savvy Reader Summarizing</li> <li>• Main ideas and supporting details: <i>Corn is Maize: The Gift of the Indians; American Journeys: Notes from the Midwest; A Walk in the Desert; Immigrants Who Built America</i></li> <li>• Theme: <i>The Story of Civil Rights</i></li> <li>• TIGRRS: All informational text 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</li> </ul>

graphic organizer for the text (e.g., compare and contrast, cause and effect, main ideas and supporting details, etc.).
<b>RI.3.3.</b> 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"> <li>• Cause and effect: <i>Pompeii...Buried Alive!</i>; <i>American Journeys: Notes from the Northeast</i>; <i>Alvin Ailey</i></li> <li>• Compare and contrast: <i>China: A Rich Past, A Great Future</i></li> <li>• Fact and opinion: <i>Settling the West</i>; <i>Visit Italy</i>; <i>Tut's Mummy Lost...and Found</i></li> <li>• Problem and solution: <i>The Story of Civil Rights</i></li> <li>• Sequencing: <i>Finding the Titanic</i></li> <li>• Text structures: <i>Pig and Wolf Masks</i>; <i>Ancient Rome: The Greatest Empire</i></li> <li>• TIGRRS: All informational text 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.).</li> </ul>
<b>Craft and Structure</b>
<b>RI.3.4.</b> 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"> <li>• The Savvy Reader Clarifying</li> <li>• Vocabulary routines: Daily vocabulary routines introduce students to domain-specific words in informational text lesson cycles and ask them to determine their meanings within and outside of the text.</li> </ul>
<b>RI.3.5.</b> 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"> <li>• Text features: <i>Know Your Food!</i>; <i>Where Does the Garbage Go?</i>; <i>Ancient Greece: Where Democracy Began</i></li> </ul>
<b>RI.3.6.</b> Distinguish their own point of view from that of the author of a text.
<ul style="list-style-type: none"> <li>• Fact and opinion: <i>Settling the West</i>; <i>Visit Italy</i>; <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.</li> </ul>
<b>Integration of Knowledge and Ideas</b>
<b>RI.3.7.</b> 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"> <li>• Fact and opinion: <i>Settling the West</i>; <i>Visit Italy</i>; <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.</li> <li>• Text features: <i>Know Your Food!</i>; <i>Where Does the Garbage Go?</i>; <i>Ancient Greece: Where Democracy Began</i></li> <li>• Background videos found in: <i>Finding the Titanic</i>; <i>Ancient Egypt: Gods and Pharaohs</i>; <i>Pompeii...Buried Alive!</i>; <i>The Very First Americans</i>; <i>Settling the West</i>; <i>China: A Rich Past, a Great Future</i>; <i>Ancient Rome: The Greatest Empire</i>; <i>Ancient Greece: Where Democracy Began</i>; <i>A Walk in the Desert</i>; <i>The Story of Civil Rights</i>; <i>Immigrants Who Built America</i>; <i>American Journeys: Notes from the Midwest</i>; <i>Tut's Mummy...Lost and Found</i></li> </ul>
<b>RI.3.8.</b> 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"> <li>• Cause and effect: <i>Pompeii...Buried Alive!</i>; <i>American Journeys: Notes from the Northeast</i>; <i>Alvin Ailey</i></li> <li>• Compare and contrast: <i>China: A Rich Past, A Great Future</i></li> <li>• Fact and opinion: <i>Settling the West</i>; <i>Visit Italy</i>; <i>Tut's Mummy Lost...and Found</i></li> <li>• Problem and solution: <i>The Story of Civil Rights</i></li> <li>• Sequencing: <i>Finding the Titanic</i></li> <li>• Text structures: <i>Pig and Wolf Masks</i>; <i>Ancient Rome: The Greatest Empire</i></li> </ul>
<b>RI.3.9.</b> Compare and contrast the most important points and key details presented in two texts on the same topic.

- Linked lessons: *American Journeys: Notes from the Midwest* and *American Journeys: Notes from the Northeast*; *Jackie Robinson and the Story of All-Black Baseball*, *Alvin Ailey*, and *Mary McLeod Bethune*
- 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: *Freckle Juice* and *Know Your Food!*; *The Three Little Javalinas* and *Pig and Wolf Masks*; *Ancient Rome: The Greatest Empire* and *Visit Italy!*; *Chang’s Paper Pony* and *Classified Ads*  
\*Note: These activities mostly ask students to compare and contrast two different texts by various authors.

### Range of Reading and Level of Text Complexity

**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.

- The Savvy Reader Clarifying
- Prompt-and-reinforce lessons: *American Journeys: Notes from the Midwest*; *American Journeys: Notes from the Northeast*; *China: A Rich Past, A Great Future*; *Ancient Greece: Where Democracy Began*; *A Walk in the Desert*; *Alvin Ailey*; *Mary McLeod Bethune*; *The Story of Civil Rights*; *Classified Advertisements*; *Immigrants Who Built America*

## Grade 4

### Key Ideas and Details

**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 Predicting
- The Savvy Reader Questioning
- Drawing conclusions: *County Fair Sign*

**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: *Crazy Camouflage and Other Awesome Animal Adaptations*; *Native American Heroes*; *Will We Miss Them? Endangered Species*; *Life 2.0: Living in a Digital World*; *E-mail*
- TIGRRS: All informational text 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.).

**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: *The Trail of Tears*
- Compare and contrast: *Fox's Fine Diner Menu*; *Daily Life in a Covered Wagon*; *Dancing Home*
- Fact and opinion: *The Amazon*; *American Journeys: Notes from the Southeast*; *Travel Brochure*; *To the Top! Climbing the World's Highest Mountain*
- Sequencing: *Daily Life in a Covered Wagon*

<b>Craft and Structure</b>
<p><b>RI.4.4.</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p>
<ul style="list-style-type: none"> <li>• The Savvy Reader Clarifying</li> <li>• Vocabulary routines: Daily vocabulary routines introduce students to domain-specific words in informational text lesson cycles and ask them to determine their meanings within and outside of the text.</li> <li>• Word Power: Connotation-and-denotation lessons (<i>Travel Brochure; To the Top! Climbing the World's Highest Mountain; Beezus and Ramona</i>)</li> </ul>
<p><b>RI.4.5.</b> 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.</p>
<ul style="list-style-type: none"> <li>• Cause and effect: <i>The Trail of Tears</i></li> <li>• Compare and contrast: <i>Fox's Fine Diner Menu; Daily Life in a Covered Wagon; Dancing Home</i></li> <li>• Fact and opinion: <i>The Amazon; American Journeys: Notes from the Southeast; Travel Brochure; To the Top! Climbing the World's Highest Mountain</i></li> <li>• Sequencing: <i>Daily Life in a Covered Wagon</i></li> <li>• Text structures: <i>Your Planet Needs You!</i></li> </ul>
<p><b>RI.4.6.</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>
<ul style="list-style-type: none"> <li>• Compare and contrast: <i>Fox's Fine Diner Menu; Daily Life in a Covered Wagon; Dancing Home</i></li> <li>• Point of view: Team Talk questions and comprehension questions on the texts include those that are based on the targeted skill and non-targeted skills, which can include point of view.</li> </ul>
<b>Integration of Knowledge and Ideas</b>
<p><b>RI.4.7.</b> 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.</p>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Text features: <i>American Journeys: Notes from the West; Uncovering the World of Dinosaurs</i></li> <li>• Background video included in: <i>The Amazon; Daily Life in a Covered Wagon; The Trail of Tears; Your Planet Needs You!; American Journeys: Notes from the Southeast; Dancing Home; To the Top! Climbing the World's Highest Mountain</i></li> </ul>
<p><b>RI.4.8.</b> Explain how an author uses reasons and evidence to support particular points in a text.</p>
<ul style="list-style-type: none"> <li>• Drawing conclusions: <i>County Fair Sign</i></li> <li>• Main ideas and supporting details: <i>Crazy Camouflage and Other Awesome Animal Adaptations; Native American Heroes; Will We Miss Them? Endangered Species; Life 2.0: Living in a Digital World; E-mail</i></li> </ul>

<p><b>RI.4.9.</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>
<ul style="list-style-type: none"> <li>• Linked lessons: <i>The Trail of Tears</i> and <i>Native American Heroes</i></li> <li>• 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.</li> <li>• Linked to functional text: <i>Fantastic Mr. Fox</i> and <i>Fox's Fine Diner Menu</i>; <i>American Journeys: Notes from the Southeast</i> and <i>Travel Brochure</i>; <i>Charlotte's Web</i> and <i>County Fair Sign</i>; <i>Life 2.0: Living in a Digital World</i> and <i>E-mail</i></li> </ul>
<p><b>Range of Reading and Level of Text Complexity</b></p>
<p><b>RI.4.10.</b> 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.</p>
<ul style="list-style-type: none"> <li>• The Savvy Reader Clarifying</li> <li>• Prompt-and-reinforce lessons: <i>Fox's Fine Diner Menu</i>; <i>Daily Life in a Covered Wagon</i>; <i>The Trail of Tears</i>; <i>Native American Heroes</i>; <i>Your Planet Needs You!</i>; <i>Uncovering the World of Dinosaurs</i>; <i>To the Top! Climbing the World's Highest Mountain</i></li> <li>• Independent-use lessons: <i>Will We Miss Them? Endangered Species</i>; <i>Dancing Home</i>; <i>Life 2.0: Living in a Digital World</i>; <i>E-mail</i></li> </ul>

<p style="text-align: center;"><b>Grade 5</b></p>
<p><b>Key Ideas and Details</b></p>
<p><b>RI.5.1.</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
<ul style="list-style-type: none"> <li>• The Savvy Reader Clarifying</li> <li>• The Savvy Reader Predicting</li> <li>• The Savvy Reader Questioning</li> <li>• Drawing conclusions: <i>Searching the Internet</i>; <i>Boy: Tales of Childhood</i>; <i>Animal Defenses</i></li> </ul>
<p><b>RI.5.2.</b> 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"> <li>• The Savvy Reader Summarizing</li> <li>• Main ideas and supporting details: <i>You Are There! San Francisco 1906</i>; <i>William Shakespeare &amp; the Globe</i></li> <li>• TIGRRS: All informational text 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.).</li> </ul>
<p><b>RI.5.3.</b> 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"> <li>• Cause and effect: <i>Boy: Tales of Childhood</i>; <i>Pollution and Waste</i>; <i>Memorandum</i></li> <li>• Compare and contrast: <i>Dear Benjamin Banneker</i>; <i>You Wouldn't Want to Be in a Medieval Dungeon</i></li> <li>• Fact and opinion: <i>Disasters at Sea</i>; <i>Shaking the Earth: Earthquakes and Volcanoes</i></li> <li>• Sequencing: <i>How Did Children Play in Colonial Times?</i>; <i>Human Anatomy for Kids</i></li> </ul>

<b>Craft and Structure</b>
<b>RI.5.4.</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
<ul style="list-style-type: none"> <li>• The Savvy Reader Clarifying</li> <li>• Vocabulary routines: Daily vocabulary routines introduce students to domain-specific words in informational text lesson cycles and ask them to determine their meanings within and outside of the text.</li> <li>• Word Power: Connotation-and-denotation lessons (<i>William Shakespeare &amp; the Globe</i>)</li> </ul>
<b>RI.5.5.</b> 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.
<ul style="list-style-type: none"> <li>• Compare and contrast: <i>You Wouldn't Want to be In a Medieval Dungeon</i></li> <li>• Text structures: <i>The American Revolution</i></li> <li>• Linked texts: <i>William Shakespeare &amp; the Globe</i> and <i>Dear Benjamin Banneker</i>; <i>Human Anatomy for Kids</i> and <i>To Space and Back</i>; <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></li> <li>• 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.</li> <li>• Linked to functional text: <i>The American Revolution</i> and <i>How Did Children Play in Colonial Times?</i>; <i>Disasters at Sea</i> and <i>Searching the Internet</i>; <i>Pollution and Waste</i> and <i>Memorandum</i>; <i>Animal Defenses</i> and <i>Bears Bear Watching</i></li> </ul>
<b>RI.5.6.</b> 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"> <li>• Fact and opinion: <i>Disasters at Sea</i>; <i>Shaking the Earth: Earthquakes and Volcanoes</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.</li> <li>• Point of view: <i>The Civil War</i></li> </ul>
<b>Integration of Knowledge and Ideas</b>
<b>RI.5.7.</b> 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"> <li>• 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.</li> <li>• Text features: <i>To Space &amp; Back</i>; <i>You Wouldn't Want to Be a Pirate's Prisoner</i>; <i>Bears Bear Watching</i></li> <li>• Background video included in: <i>The American Revolution</i>; <i>The Civil War</i>; <i>William Shakespeare &amp; The Globe</i>; <i>Disasters at Sea</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>Shaking the Earth: Earthquakes and Volcanoes</i></li> </ul>
<b>RI.5.8.</b> 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"> <li>• Author's purpose: <i>Save the Animals</i></li> <li>• Fact and opinion: <i>Disasters at Sea</i>; <i>Shaking the Earth: Earthquakes and Volcanoes</i></li> <li>• Main ideas and supporting details: <i>You Are There! San Francisco 1906</i>; <i>William Shakespeare &amp; the Globe</i></li> </ul>

<p><b>RI.5.9.</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>
<ul style="list-style-type: none"> <li>• Linked lessons: <i>Human Anatomy for Kids</i> and <i>To Space and Back</i>; <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></li> <li>• 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</li> <li>• Linked to functional text: <i>The American Revolution and How Did Children Play in Colonial Times?</i>; <i>Disasters at Sea</i> and <i>Searching the Internet</i>; <i>Pollution and Waste</i> and <i>Memorandum</i>; <i>Animal Defenses</i> and <i>Bears Bear Watching</i></li> </ul>
<p><b>Range of Reading and Level of Text Complexity</b></p>
<p><b>RI.5.10.</b> 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.</p>
<ul style="list-style-type: none"> <li>• The Savvy Reader Clarifying</li> <li>• Independent-use lessons: <i>William Shakespeare &amp; the Globe</i>; <i>Dear Benjamin Banneker</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>Memorandum</i>; <i>Animal Defenses</i>; <i>Bears Bear Watching</i></li> </ul>

<h2 style="background-color: #009682; color: white; padding: 5px;">Grade 6</h2>	
<h3>Key Ideas and Details</h3>	
<p><b>RI.6.1.</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> <li>• The Savvy Reader Clarifying</li> <li>• The Savvy Reader Questioning</li> <li>• The Savvy Reader Predicting</li> <li>• Drawing conclusions: <i>The Bermuda Triangle</i></li> </ul>
<p><b>RI.6.2.</b> 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.</p>	<ul style="list-style-type: none"> <li>• The Savvy Reader Summarizing</li> <li>• Main ideas and supporting details: <i>Weather</i>; <i>Sleepnight Sleeping Bag User's Manual</i>; <i>Muscles: Our Muscular System</i></li> </ul>
<p><b>RI.6.3.</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<ul style="list-style-type: none"> <li>• Cause and effect: <i>Fire in Their Eyes: Wildfires and the People Who Fight Them</i>; <i>Food and Feasts in the Middle Ages</i>; <i>Children of the Dust Bowl</i></li> <li>• Fact and opinion: <i>Fire in Their Eyes: Wildfires and the People Who Fight Them</i>; <i>Sleepnight Sleeping Bag User's Manual</i></li> <li>• Main ideas and supporting details: <i>Weather</i>; <i>Sleepnight Sleeping Bag User's Manual</i>; <i>Muscles: Our Muscular System</i></li> <li>• Problem and solution: <i>Children of the Dust Bowl</i></li> <li>• Sequencing: <i>Exploring Your Nervous System</i></li> </ul>

<b>Craft and Structure</b>
<p><b>RI.6.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>
<ul style="list-style-type: none"> <li>• The Savvy Reader Clarifying</li> <li>• Vocabulary routines: Daily vocabulary routines introduce students to domain-specific words in informational text lesson cycles and ask them to determine their meanings within and outside of the text.</li> </ul>
<p><b>RI.6.5.</b> 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.</p>
<ul style="list-style-type: none"> <li>• Cause and effect: <i>Fire in Their Eyes: Wildfires and the People Who Fight Them; Food and Feasts in the Middle Ages; Children of the Dust Bowl</i></li> <li>• Fact and opinion: <i>Fire in Their Eyes: Wildfires and the People Who Fight Them; Sleepnight Sleeping Bag User's Manual</i></li> <li>• Main ideas and supporting details: <i>Weather; Sleepnight Sleeping Bag User's Manual; Muscles: Our Muscular System</i></li> <li>• Problem and solution: <i>Children of the Dust Bowl</i></li> <li>• Sequencing: <i>Exploring Your Nervous System</i></li> <li>• Text structures: <i>Garbage and Recycling</i></li> </ul>
<p><b>RI.6.6.</b> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>
<ul style="list-style-type: none"> <li>• Author's purpose: Team Talk questions and comprehension questions on the test include those that are based on the targeted skill and non-targeted skills, which can include author's purpose.</li> <li>• Fact and opinion: <i>Fire in Their Eyes: Wildfires and the People Who Fight Them; Sleepnight Sleeping Bag User's Manual</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.</li> <li>• Point of view: Team Talk questions and comprehension questions on the test include those that are based on the targeted skill and non-targeted skills, which can include point of view.</li> <li>• TIGRRS: All informational text 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.</li> </ul>
<b>Integration of Knowledge and Ideas</b>
<p><b>RI.6.7.</b> 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.</p>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Text features: <i>Lightning Safety; Don't Know Much About the Solar System; Tides</i></li> <li>• Background video included in: <i>Fire in Their Eyes: Wildfires and the People Who Fight Them; Children of the Dust Bowl; Don't Know Much About the Solar System; The Bermuda Triangle; Weather; Garbage and Recycling; Food and Feasts in the Middle Ages; Muscles: Our Muscular System</i></li> </ul>
<p><b>RI.6.8.</b> 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.</p>
<ul style="list-style-type: none"> <li>• Fact and opinion: <i>Fire in Their Eyes: Wildfires and the People Who Fight Them; Sleepnight Sleeping Bag User's Manual</i></li> <li>• Point of view: Team Talk questions and comprehension questions on the test include those that are based on the targeted skill and non-targeted skills, which can include point of view.</li> </ul>
<p><b>RI.6.9.</b> 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).</p>

- Memoir: *Looking Back: A Book of Memories*
- 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 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*; *Don't Know Much About the Solar System* and *Tides*

### Range of Reading and Level of Text Complexity

**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.

- The Savvy Reader Clarifying
- Independent-use lessons: *Weather*; *Fire in Their Eyes: Wildfires and the People Who Fight Them*; *Food and Feasts in the Middle Ages*; *Children of the Dust Bowl*; *Muscles: Our Muscular System*; *The Bermuda Triangle*

## Middle Reading Level

### Key Ideas and Details

**RI.7.1.** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RI.8.1.** Cite the textual evidence that most strongly supports an 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: Team Talk questions and comprehension questions on the test include those that are based on the targeted skill and non-targeted skills, which can include drawing conclusions.

**RI.7.2.** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

**RI.8.2.** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

- The Savvy Reader Summarizing
- Main ideas and supporting details: *Children of the Wild West*; *Growing Up in Coal Country*; *Arts and Literature in the Middle Ages*; *Black Potatoes: The Story of the Great Irish Famine, 1845–1850*; *The Riddle of the Rosetta Stone: Key to Ancient Egypt*; *Phineas Gage: A Gruesome but True Story about Brain Science*

<p><b>RI.7.3.</b> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p><b>RI.8.3.</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>
<ul style="list-style-type: none"> <li>• Cause and effect: <i>Farewell to Manzanar</i>; <i>Phineas Gage: A Gruesome but True Story about Brain Science</i></li> <li>• Compare and contrast: <i>Black Potatoes: The Story of the Great Irish Famine, 1845–1850</i>; <i>Food Labels</i></li> <li>• Fact and opinion: <i>Children of the Wild West</i>; <i>Black Potatoes: The Story of the Great Irish Famine, 1845–1850</i>; <i>Search Engines</i></li> <li>• Main ideas and supporting details: <i>Children of the Wild West</i>; <i>Growing Up in Coal Country</i>; <i>Arts and Literature in the Middle Ages</i>; <i>Black Potatoes: The Story of the Great Irish Famine, 1845–1850</i>; <i>The Riddle of the Rosetta Stone: Key to Ancient Egypt</i>; <i>Phineas Gage: A Gruesome but True Story about Brain Science</i></li> <li>• Sequencing: <i>Middle Ages Recipe</i></li> </ul>
<p><b>Craft and Structure</b></p>
<p><b>RI.7.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><b>RI.8.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>
<ul style="list-style-type: none"> <li>• The Savvy Reader Clarifying</li> <li>• Figurative language: <i>Farewell to Manzanar</i></li> <li>• Literary techniques: <i>Letters from a Slave Girl</i></li> <li>• Vocabulary routines: Daily vocabulary routines introduce students to domain-specific words in informational text lesson cycles and ask them to determine their meanings within and outside of the text.</li> <li>• Word Power lessons: Connotation-and-denotation lessons (<i>Shutting Out the Sky</i>)</li> </ul>
<p><b>RI.7.5.</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p><b>RI.8.5.</b> Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p>
<ul style="list-style-type: none"> <li>• Cause and effect: <i>Farewell to Manzanar</i>; <i>Phineas Gage: A Gruesome but True Story about Brain Science</i></li> <li>• Compare and contrast: <i>Black Potatoes: The Story of the Great Irish Famine, 1845–1850</i>; <i>Food Labels</i></li> <li>• Fact and opinion: <i>Children of the Wild West</i>; <i>Black Potatoes: The Story of the Great Irish Famine, 1845–1850</i>; <i>Search Engines</i></li> <li>• Main ideas and supporting details: <i>Children of the Wild West</i>; <i>Growing Up in Coal Country</i>; <i>Arts and Literature in the Middle Ages</i>; <i>Black Potatoes: The Story of the Great Irish Famine, 1845–1850</i>; <i>The Riddle of the Rosetta Stone: Key to Ancient Egypt</i>; <i>Phineas Gage: A Gruesome but True Story about Brain Science</i></li> <li>• Sequencing: <i>Middle Ages Recipe</i></li> <li>• Text structures: <i>Orphan Train Rider</i></li> </ul>

**RI.7.6.** Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

**RI.8.6.** Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

- Author's purpose: *Growing Up in Coal Country*; *Letters from a Slave Girl*
- Point of view: Team Talk questions and comprehension questions on the test include those that are based on the targeted skill and non-targeted skills, which can include point of view.
- Fact and opinion: *Children of the Wild West*; *Black Potatoes: The Story of the Great Irish Famine, 1845–1850*; *Search Engines*. 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.
- TIGRRS: All informational text 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

**RI.7.7.** Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

**RI.8.7.** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

- 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.
- Text features: *Children of the Wild West*; *Shutting Out the Sky*; *Reading a Schedule*
- Background video included in: *Black Potatoes: The Story of the Great Irish Famine, 1845–1850*; *Farewell to Manzanar*; *Riddle of the Rosetta Stone*

**RI.7.8.** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

**RI.8.8.** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

- Fact and opinion: *Children of the Wild West*; *Black Potatoes: The Story of the Great Irish Famine, 1845–1850*; *Search Engines*
- Point of view: Team Talk questions and comprehension questions on the test include those that are based on the targeted skill and non-targeted skills, which can include point of view.

**RI.7.9.** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

**RI.8.9.** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

- Linked lessons: *Children of the Wild West* and *Growing Up in Coal Country*
- 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 functional text: *Arts and Literature in the Middle Ages* and *Middle Ages Recipe*; *Black Potatoes: The Story of the Great Irish Famine, 1845–1850* and *Food Labels*; *Orphan Train Rider* and *Reading a Schedule*; *Phineas Gage: A Gruesome but True Story about Brain Science* and *Search Engines*

### Range of Reading and Level of Text Complexity

**RI.7.10.** 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.

**RI.8.10.** By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

- The Savvy Reader Clarifying
- Independent-use lessons: *Children of the Wild West*; *Growing Up in Coal Country*; *Letters from a Slave Girl*; *Arts and Literature in the Middle Ages*; *Black Potatoes: The Story of the Great Irish Famine, 1845–1850*; *Farewell to Manzanar*; *Orphan Train Rider*; *The Riddle of the Rosetta Stone: Key to Ancient Egypt*; *Phineas Gage: A Gruesome but True Story about Brain Science*

## Section IV: Reading: Foundational Skills

### Grade 2

#### Phonics and Word Recognition

**RF.2.3.** Know and apply grade-level phonics and word analysis skills in decoding words.

RF.2.3.A. Distinguish long and short vowels when reading regularly spelled one-syllable words.

RF.2.3.B. Know spelling-sound correspondences for additional common vowel teams.

RF.2.3.C. Decode regularly spelled two-syllable words with long vowels.

RF.2.3.D. Decode words with common prefixes and suffixes.

RF.2.3.E. Identify words with inconsistent but common spelling-sound correspondences.

RF.2.3.F. Recognize and read grade-appropriate irregularly spelled words.

- R-controlled vowels: *Henry and Mudge: The First Book; In the Time of Dinosaurs; Using Energy Wisely*
- Diphthongs: *Arthur's New Puppy; Investigating Your Backyard*
- Chunking: *A City Grows; Spaceships and Rockets; Throw Your Tooth on the Roof*
- Compound words: *Miss Priss; Appalachia: The Voices of Sleeping Birds; From Seed to Plant*
- Base word and suffix: *Washes for Waggers; Jamaica's Find; Ruby the Copycat; Jessica; Mole Bakes Bread; Plant a tree and watch it grow!; Bugs! Bugs! Bugs!; How and why do animals adapt?*
- Prefix and base word: *Springtime Birds' Nests*
- Digraphs: *Who Has Time?; A Weed Is a Flower: The Life of George Washington Carver*
- Word families: *The Bug in Teacher's Coffee and Other School Poems; Abuela; Tops and Bottoms; Voting in Elections*
- Consonant blends: *Jamaica's Find; Jessica; Julius; Drink-Carton Space Shuttle; Albert Einstein: Genius of the Twentieth Century; The Amazing Brain Race; So You Want to Be President?*
- 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. Additional Word Power foundational skills lessons:
  - Contractions: *The Boy Who Didn't Believe in Spring; The Wednesday Surprise*
- 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.2.4.** Read with sufficient accuracy and fluency to support comprehension.

RF.2.4.A. Read grade-level text with purpose and understanding.

RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

- Students read grade-level texts aloud and silently during partner reading. After partner reading, students answer Team Talk questions to check their comprehension of the text.
- Students read aloud with their partners during partner reading and during Fluency. During each of these activities, students should use the appropriate fluency rate, rhythm, smoothness, accuracy, and expression. During Fluency, students reread text from that day's reading, or can select a passage from a previous day.
- During Fluency, 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.

RF.3.3.A. Identify and know the meaning of the most common prefixes and derivational suffixes.

RF.3.3.B. Decode words with common Latin suffixes.

RF.3.3.C. Decode multisyllable words.

RF.3.3.D. Read grade-appropriate irregularly spelled words.

- Base word and suffix: *Dinosaurs Before Dark*; *A New Coat for Anna*; *Freckle Juice*; *The Egyptian Cinderella*; *I Don't Like Different*; *Mufaro's Beautiful Daughters*; *Tut's Mummy Lost...and Found*; *Jackie Robinson and the Story of All-Black Baseball*; *Alvin Ailey*; *Mary McLeod Bethune*; *The Story of Civil Rights*
- Prefix and base word: *Know Your Food!*; *The Three Little Javalinas*; *Too Many Tamales*; *Ancient Greece: Where Democracy Began*; *The Story of Civil Rights*
- Latin/Greek roots: *Classified Advertisements*
- Chunking: *Finding the Titanic*; *Dreaming Big Dreams and Other Poems*; *The Pocket Watch*; *Pompeii...Buried Alive!*; *American Journeys: Notes from the Northeast*; *Sarah, Plain and Tall*
- Compound words: *Where Does the Garbage Go?*; *Settling the West*; *Ancient Rome: The Greatest Empire*; *Visit Italy*; *Chang's Paper Pony*
- 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. Additional Word Power foundational skills lessons:
  - Contractions: *Tony's Bread*; *Sarah, Plain and Tall*
- 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.

RF.3.4.A. Read grade-level text with purpose and understanding.

RF.3.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.3.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

- Students read grade-level texts aloud and silently during partner reading. After partner reading, students answer Team Talk questions to check their comprehension of the text.
- Students read aloud with their partners during partner reading and during Fluency. During each of these activities, students should use the appropriate fluency rate, rhythm, smoothness, accuracy, and expression. During Fluency, students reread text from that day's reading, or can select a passage from a previous day.
- During Fluency, 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.

RF.4.3.A. 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.

- Base word and suffix: *Tales of a Fourth Grade Nothing*; *A Writing Kind of Day: Poems for Young Poets*; *Fantastic Mr. Fox*; *Fox's Fine Diner Menu*; *Terrible Tommy*; *Honey, I Love*; *Daily Life in a Covered Wagon*; *Your Planet Needs You!*; *Dear Mr. Henshaw*
- Prefix and base word: *The Trail of Tears*
- Compound words: *Uncle Jed's Barbershop*; *It's Raining Pigs & Noodles*; *Life 2.0: Living in a Digital World*
- Chunking: *Charlotte's Web*; *County Fair Sign*; *Beezus and Ramona*
- Latin/Greek roots: *Crazy Camouflage and Other Awesome Animal Adaptations*; *American Journeys: Notes from the Southeast*; *Dancing Home*
- 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. Additional Word Power foundational skills lessons:
  - Contractions: *Tales of a Fourth Grade Nothing*; *Beezus and Ramona*
- 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.

RF.4.4.A. Read grade-level text with purpose and understanding.

RF.4.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

- Students read grade-level texts aloud and silently during partner reading. After partner reading, students answer Team Talk questions to check their comprehension of the text.
- Students read aloud with their partners during partner reading and during Fluency. During each of these activities, students should use the appropriate fluency rate, rhythm, smoothness, accuracy, and expression. During Fluency, students reread text from that day's reading, or can select a passage from a previous day.
- During Fluency, 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.

RF.5.3.A. 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.

- Base word and suffix: *The American Revolution*; *Dear Benjamin Banneker*; *Disasters at Sea*; *Charlie and the Chocolate Factory*; *Boy: Tales of Childhood*; *Birches*; *Misty of Chincoteague*; *Hey World, Here I Am!*
- Prefix and base word: *Darnell Rock Reporting*; *To Space & Back*; *Hey World, Here I Am!*
- Compound words: *Darnell Rock Reporting*; *You Wouldn't Want to Be in a Medieval Dungeon*; *Boy: Tales of Childhood*; *Shaking the Earth: Earthquakes and Volcanoes*
- Chunking: *Darnell Rock Reporting*; *Pollution and Waste*; *Bridge to Terabithia*; *Tanya's Stylish Suits*; *Belle Prater's Boy*
- Latin/Greek roots: *How Did Children Play in Colonial Times?*; *Searching the Internet*; *Belle Prater's Boy*
- 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. Additional Word Power foundational skills lessons:
  - Contractions: *You Are There! San Francisco 1906*; *Charlie and the Chocolate Factory*; *Misty of Chincoteague*
- 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.

RF.5.4.A. Read grade-level text with purpose and understanding.

RF.5.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

- Students read grade-level texts aloud and silently during partner reading. After partner reading, students answer Team Talk questions to check their comprehension of the text.
- Students read aloud with their partners during partner reading and during Fluency. During each of these activities, students should use the appropriate fluency rate, rhythm, smoothness, accuracy, and expression. During Fluency, students reread text from that day's reading, or can select a passage from a previous day.
- During Fluency, 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.

## Section V: College and Career Readiness Anchor Standards for Writing

<b>Text Types and Purposes</b>
<b>Anchor Standard 1:</b> 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"> <li>• 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.</li> <li>• 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"> <li>– focus on specific writing skills and applications presented through build background;</li> <li>– clear delineation of TAP-F (topic, audience, purpose, format) throughout Adventures in Writing activities;</li> <li>– opportunities to address activity-specific writing techniques and/or grammatical practices;</li> <li>– opportunities to address and practice editing for specific and commonly seen writing errors; and</li> <li>– varied and enhanced writing opportunities, including multicycle writing activities.</li> </ul> </li> <li>• 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.</li> </ul>
<b>Anchor Standard 2:</b> 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"> <li>• 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.</li> <li>• 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.</li> </ul>
<b>Anchor Standard 3:</b> 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"> <li>• 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.</li> <li>• 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.</li> </ul>
<b>Production and Distribution of Writing</b>
<b>Anchor Standard 4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>

<b>Anchor Standard 5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<p>Adventures in Writing provides instruction in all areas of developing and strengthening writing:</p> <ul style="list-style-type: none"> <li>• <b>Planning:</b> 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.</li> <li>• <b>Drafting:</b> 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.</li> <li>• <b>Sharing, responding, and revising:</b> 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.</li> <li>• <b>Editing:</b> 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.</li> <li>• <b>Rewriting:</b> 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.</li> </ul>
<b>Anchor Standard 6:</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
<p>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.</p> <ul style="list-style-type: none"> <li>• Lesson-specific instruction in Adventures in Writing may highlight skills or formatting differences between writing by hand or using the computer.</li> </ul>
<b>Research to Build and Present Knowledge</b>
<b>Anchor Standard 7:</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
<ul style="list-style-type: none"> <li>• 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 Treasure Hunts. During strategy review on days 2–4, students are prompted to ask a good question and to pose their questions to the class.</li> <li>• 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.</li> <li>• 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.</li> </ul> <p><b>Related targeted skills:</b> The Savvy Reader Questioning</p>
<b>Anchor Standard 8:</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Specific activities instruct students to summarize writing and rephrase information from the text to make the writing their own.</li> </ul> <p><b>Related targeted skills:</b> The Savvy Reader Questioning</p>
<b>Anchor Standard 9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.
<p>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.</p>

## 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: Writing

Grade 2
<b>Text Types and Purposes</b>
<p><b>W.2.1.</b> 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.</p>
<ul style="list-style-type: none"> <li>• Opinion writing: <i>Gila Monsters Meet You at the Airport</i>; <i>Why the Sea is Salty</i>; <i>Spaceships and Rockets</i>; <i>Bugs! Bugs! Bugs!</i>; <i>Tops and Bottoms</i>; <i>So You Want to Be President?</i>; <i>Voting in Elections</i></li> <li>• All Adventures in Writing lessons focus on various aspects of creating writing products, including organizing writing with introductions/conclusions, supporting ideas with reasons and evidence, using information from sources, and conventions of writing.</li> </ul>
<p><b>W.2.2.</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>
<ul style="list-style-type: none"> <li>• Informational writing: <i>Squeaking Bats</i>; <i>A City Grows</i>; <i>Julius</i>; <i>Staying Alive</i>; <i>Henry and Mudge: The First Book</i>; <i>Who Has Time?</i>; <i>Albert Einstein: Genius of the Twentieth Century</i>; <i>Mole Bakes Bread</i>; <i>Throw Your Tooth on the Roof</i>; <i>Abuela</i>; <i>In the Time of Dinosaurs</i>; <i>Investigating Your Backyard</i>; <i>Nate the Great</i>; <i>Julian, Dream Doctor</i>; <i>From Seed to Plant</i>; <i>Using Energy Wisely</i>; <i>Wonderfully Weird Animals</i>; <i>Winking, Blinking, Wiggling, Wagging</i></li> <li>• All Adventures in Writing lessons focus on various aspects of creating writing products, including organizing writing with introductions/conclusions, supporting ideas with reasons and evidence, using information from sources, and conventions of writing.</li> </ul>
<p><b>W.2.3.</b> 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.</p>
<ul style="list-style-type: none"> <li>• Narratives: <i>Arthur's New Puppy</i>; <i>Jamaica's Find</i>; <i>Jessica</i>; <i>Mr. Putter &amp; Tabby Walk the Dog</i>; <i>Appalachia: The Voices of Sleeping Birds</i>; <i>The Boy Who Didn't Believe in Spring</i>; <i>Julian, Dream Doctor</i>; <i>Truman's Aunt Farm</i></li> <li>• Poetry: <i>Ruby the Copycat</i>; <i>The Bug in Teacher's Coffee and Other School Poems</i>; <i>The Wednesday Surprise</i>; <i>The Llama Who Had No Pajama</i>; <i>A Weed Is a Flower: The Life of George Washington Carver</i></li> <li>• All Adventures in Writing lessons focus on various aspects of creating writing products, including organizing writing with introductions/conclusions, supporting ideas with reasons and evidence, using information from sources, and conventions of writing.</li> </ul>
<b>Production and Distribution of Writing</b>
<p><b>W.2.4.</b> Begins in grade 3</p>
<p><b>W.2.5.</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
<p><b>W.2.6.</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Lesson-specific instruction in Adventures in Writing may highlight skills or formatting differences between writing by hand or using the computer.</li> </ul>

## Integration of Knowledge and Ideas

**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).

- 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.
- Research: *A City Grows*; *Winkling, Blinking, Wiggling, Wagging*
- Record science observations: During the partner reading section of the lesson *The Amazing Brain Race*, students follow directions to perform a series of tests that will require them to record observations.

**W.2.8.** Recall information from experiences or gather information from provided sources to answer a question.

- Collect information from experiences/resources: *Arthur's New Puppy*; *Squeaking Bats*; *A City Grows*; *Jessica*; *Staying Alive*; *Appalachia: The Voices of Sleeping Birds*; *Why the Sea is Salty*; *Who Has Time?*; *Spaceships and Rockets*; *Mole Bakes Bread*; *Throw Your Tooth on the Roof*; *Abuela*; *In the Time of Dinosaurs*; *Investigating Your Backyard*; *Nate the Great*; *Julian, Dream Doctor*; *From Seed to Plant*; *The Llama Who Had No Pajama*; *Bugs! Bugs! Bugs!*; *Using Energy Wisely*; *How and why do animals adapt?*; *A Weed Is a Flower: The Life of George Washington Carver*; *Voting in Elections*

**W.2.9.** Begins in grade 4

## Range of Writing

**W.2.10.** Begins in grade 3

Adventures in Writing occurs at the end of multiday cycles. In a six-day cycle, Adventures in Writing takes place on day 6. In a nine-day research cycle, Adventures in Writing takes place on days 6–9. This gives students the opportunity to have at least one reading class set aside for writing. The entire writing process—planning, drafting, sharing, responding and revising, editing, and rewriting—takes place in each of these lessons. In research cycles, the writing process takes place over four days. Having entire lessons 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.

Some Adventures in Writing lessons outside of research lessons are designed to take place over the course of consecutive cycles.

Research: *A City Grows*; *Winkling, Blinking, Wiggling, Wagging*

## Grade 3

### Text Types and Purposes

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

W.3.1.A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1.B. Provide reasons that support the opinion.

W.3.1.C. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.

W.3.1.D. Provide a concluding statement or section.

- Opinion writing: *A New Coat for Anna*; *My Grandma*, *Major League Slugger*; *Big Anthony: His Story*; *Tony's Bread*; *Settling the West*; *American Journeys: Notes from the Midwest*; *Sarah, Plain and Tall*
- Organization of writing: All Adventures in Writing lessons encourage students to use a variety of writing skills to

<p>produce a writing product. Skills focus in lessons may highlight introducing the topic, stating opinions, and organizing writing.</p> <ul style="list-style-type: none"> <li>• Reasons to support opinions: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight providing reasons to support opinions.</li> <li>• Linking words and phrases: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight using linking words and phrases to connect ideas.</li> <li>• Conclusion: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight writing concluding sentences or sections.</li> </ul>
<p><b>W.3.2.</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.2.A. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>W.3.2.B. Develop the topic with facts, definitions, and details.</p> <p>W.3.2.C. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p>W.3.2.D. Provide a concluding statement or section.</p>
<ul style="list-style-type: none"> <li>• Informational writing: <i>Dinosaurs Before Dark; Freckle Juice; Corn is Maize: The Gift of the Indians; Where Does the Garbage Go?; Ancient Egypt: Gods and Pharaohs; Pompeii...Buried Alive!; 26 Fairmount Avenue; The Very First Americans; American Journeys: Notes from the Northeast; China: A Rich Past, A Great Future; Ancient Rome: The Greatest Empire; Ancient Greece: Where Democracy Began; A Walk in the Desert; Tut's Mummy Lost...and Found; The Story of Civil Rights; Chang's Paper Pony; Immigrants Who Built America</i></li> <li>• Organization of writing: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight introducing the topic and organizing writing.</li> <li>• Develop the topic: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight using facts, definitions, and details to develop the topic.</li> <li>• Linking words and phrases: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight using linking words and phrases to connect ideas.</li> <li>• Conclusion: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight writing concluding sentences or sections.</li> </ul>
<p><b>W.3.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.3.3.A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.3.3.B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>W.3.3.C. Use temporal words and phrases to signal event order.</p> <p>W.3.3.D. Provide a sense of closure.</p>
<ul style="list-style-type: none"> <li>• Narratives: <i>Dinosaurs Before Dark; Finding the Titanic; The Three Little Javalinas; The Egyptian Cinderella; Too Many Tamales; Mufaro's Beautiful Daughters; Lon Po Po; Merlin and the Dragons; The Paper Bag Princess; Jackie Robinson and the Story of All-Black Baseball; Alvin Ailey; Mary McLeod Bethune; The Story of Civil Rights; Sarah, Plain and Tall</i></li> <li>• Poetry: <i>Dreaming Big Dreams and Other Poems; The Great Frog Race and Other Poems</i></li> <li>• Organization of writing: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight introducing the story, narrator, or characters, and sequencing events.</li> <li>• Dialogue: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight using dialogue. For example: <i>The Egyptian Cinderella; Too Many Tamales; Mufaro's Beautiful Daughters; Lon Po Po; The Paper Bag Princess</i></li> <li>• Temporal words: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight using temporal words and phrases to signal the sequence of events.</li> </ul>

<ul style="list-style-type: none"> <li>Conclusion: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight writing a story conclusion.</li> </ul>
<p><b>Production and Distribution of Writing</b></p>
<p><b>W.3.4.</b> 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.)</p>
<ul style="list-style-type: none"> <li>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.</li> </ul>
<p><b>W.3.5.</b> 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.)</p>
<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>
<p><b>W.3.6.</b> 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.</p>
<ul style="list-style-type: none"> <li>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.</li> <li>Lesson-specific instruction in Adventures in Writing may highlight skills or formatting differences between writing by hand or using the computer.</li> </ul>
<p><b>Integration of Knowledge and Ideas</b></p>
<p><b>W.3.7.</b> Conduct short research projects that build knowledge about a topic.</p>
<ul style="list-style-type: none"> <li>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.</li> <li>Research: <i>Pompeii...Buried Alive!</i>; <i>Ancient Greece: Where Democracy Began</i></li> </ul>
<p><b>W.3.8.</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>
<ul style="list-style-type: none"> <li>Collect information from experiences/resources: <i>Dinosaurs Before Dark</i>; <i>Finding the Titanic</i>; <i>Where Does the Garbage Go?</i>; <i>Ancient Egypt: Gods and Pharaohs</i>; <i>Too Many Tamales</i>; <i>Pompeii...Buried Alive!</i>; <i>26 Fairmount Avenue</i>; <i>The Very First Americans</i>; <i>Settling the West</i>; <i>American Journeys: Notes from the Midwest</i>; <i>American Journeys: Notes from the Northeast</i>; <i>China: A Rich Past, A Great Future</i>; <i>Ancient Rome: The Greatest Empire</i>; <i>Ancient Greece: Where Democracy Began</i>; <i>A Walk in the Desert</i>; <i>Tut's Mummy Lost...and Found</i>; <i>The Paper Bag Princess</i>; <i>Jackie Robinson and the Story of All-Black Baseball</i>; <i>Mary McLeod Bethune</i>; <i>The Story of Civil Rights</i>; <i>Chang's Paper Pony</i>; <i>Sarah, Plain and Tall</i>; <i>Immigrants Who Built America</i></li> </ul>
<p><b>W.3.9.</b> Begins in grade 4</p>
<p><b>Range of Writing</b></p>
<p><b>W.3.10.</b> 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.</p>
<p>Adventures in Writing occurs at the end of multiday cycles. In a six-day cycle, Adventures in Writing takes place on day 6. In a nine-day research cycle, Adventures in Writing takes place on days 6–9. This gives students the opportunity to have at least one reading class set aside for writing. The entire writing process—planning, drafting, sharing, responding and revising, editing, and rewriting—takes place in each of these lessons. In research cycles, the writing process takes place over four days. Having entire lessons set aside just for writing allows for:</p> <ul style="list-style-type: none"> <li>focus on specific writing skills and applications presented through build background;</li> </ul>

- 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.

Some Adventures in Writing lessons outside of research lessons are designed to take place over the course of consecutive cycles.

Research: *Pompeii...Buried Alive!*; *Ancient Greece: Where Democracy Began*

## Grade 4

### Text Types and Purposes

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

W.4.1.A. 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.

W.4.1.B. Provide reasons that are supported by facts and details.

W.4.1.C. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).

W.4.1.D. Provide a concluding statement or section related to the opinion presented.

- Opinion writing: *Tales of a Fourth Grade Nothing*; *The Amazon*; *Charlotte's Web*; *Will We Miss Them? Endangered Species*
- Organization of writing: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight introducing the topic, stating opinions, and organizing writing.
- Reasons to support opinions: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight providing reasons to support opinions.
- Linking words and phrases: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight using linking words and phrases to connect ideas.
- Conclusion: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight writing concluding sentences or sections.

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

W.4.2.A. 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.

W.4.2.B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.4.2.C. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).

W.4.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.4.2.E. Provide a concluding statement or section related to the information or explanation presented.

- Informational writing: *Crazy Camouflage and Other Awesome Animal Adaptations*; *American Journeys: Notes from the Southeast*; *American Journeys: Notes from the West*; *Charlotte's Web*; *Daily Life in a Covered Wagon*; *Native American Heroes*; *Your Planet Needs You!*; *Life 2.0: Living in a Digital World*; *Uncovering the World of Dinosaurs*
- Organization of writing: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight introducing the topic and organizing writing.
- Develop the topic: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight using facts, definitions, and details to develop the topic.
- Linking words and phrases: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight using linking words and phrases to connect ideas.
- Conclusion: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a

<p>writing product. Skills focus in lessons may highlight writing concluding sentences or sections.</p>
<p><b>W.4.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.4.3.A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.4.3.B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>W.4.3.C. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>W.4.3.D. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>W.4.3.E. Provide a conclusion that follows from the narrated experiences or events.</p>
<ul style="list-style-type: none"> <li>• Narratives: <i>Tales of a Fourth Grade Nothing; Uncle Jed's Barbershop; Fantastic Mr. Fox; Charlotte's Web; The Midnight Horse; Daily Life in a Covered Wagon; The Trail of Tears; The Wump World; Beezus and Ramona; Dear Mr. Henshaw; Dancing Home; To the Top! Climbing the World's Highest Mountain</i></li> <li>• Poetry: <i>A Writing Kind of Day: Poems for Young Poets; Song of the Trees; Charlotte's Web; It's Raining Pigs &amp; Noodles; Dear Mr. Henshaw</i></li> <li>• Organization of writing: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight introducing the story, narrator, or characters, and sequencing events.</li> <li>• Dialogue: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight using dialogue. For example: <i>Uncle Jed's Barbershop; Fantastic Mr. Fox; The Midnight Horse; Beezus and Ramona</i></li> <li>• Transitional words: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight using temporal words and phrases to signal the sequence of events.</li> <li>• Concrete words/phrases and sensory details: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight writing descriptively, including the use of sensory details.</li> <li>• Conclusion: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight writing a story conclusion.</li> </ul>
<p><b>Production and Distribution of Writing</b></p>
<p><b>W.4.4.</b> 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.)</p>
<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<p><b>W.4.5.</b> 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.)</p>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
<p><b>W.4.6.</b> 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.</p>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Lesson-specific instruction in Adventures in Writing may highlight skills or formatting differences between writing by hand or using the computer.</li> </ul>

<b>Integration of Knowledge and Ideas</b>
<p><b>W.4.7.</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Research: <i>American Journeys: Notes from the West; Uncovering the World of Dinosaurs</i></li> </ul>
<p><b>W.4.8.</b> 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.</p>
<ul style="list-style-type: none"> <li>• Collect information from experiences/resources: <i>Tales of a Fourth Grade Nothing; Fantastic Mr. Fox; The Amazon; Crazy Camouflage and Other Awesome Animal Adaptations; American Journeys: Notes from the Southeast; American Journeys: Notes from the West; Charlotte's Web; Daily Life in a Covered Wagon; The Trail of Tears; Native American Heroes; It's Raining Pigs &amp; Noodles; Will We Miss Them? Endangered Species; The Wump World; Your Planet Needs You!; Dear Mr. Henshaw; Dancing Home; Life 2.0: Living in a Digital World; Uncovering the World of Dinosaurs; To the Top! Climbing the World's Highest Mountain</i></li> </ul>
<p><b>W.4.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.4.9.A. Apply <i>grade 4 Reading standards</i> 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].").</p> <p>W.4.9.B. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").</p>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Research: <i>American Journeys: Notes from the West; Uncovering the World of Dinosaurs</i></li> <li>• As students write responses to literature during Adventures in Writing, they are expected to use the skills and knowledge they have gained from reading grade appropriate literature earlier in the lesson.</li> <li>• As students write responses to informational text during Adventures in Writing, they are expected to use the skills and knowledge they have gained from reading grade appropriate informational texts earlier in the lesson.</li> </ul>
<b>Range of Writing</b>
<p><b>W.4.10.</b> 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.</p>
<p>Adventures in Writing occurs at the end of multiday cycles. In a six-day cycle, Adventures in Writing takes place on day 6. In a nine-day research cycle, Adventures in Writing takes place on days 6–9. This gives students the opportunity to have at least one reading class set aside for writing. The entire writing process—planning, drafting, sharing, responding and revising, editing, and rewriting—takes place in each of these lessons. In research cycles, the writing process takes place over four days. Having entire lessons set aside just for writing allows for:</p> <ul style="list-style-type: none"> <li>• focus on specific writing skills and applications presented through build background;</li> <li>• clear delineation of TAP-F (topic, audience, purpose, format) throughout Adventures in Writing activities;</li> <li>• opportunities to address activity-specific writing techniques and/or grammatical practices;</li> <li>• opportunities to address and practice editing for specific and commonly seen writing errors; and</li> <li>• varied and enhanced writing opportunities, including multicycle writing activities.</li> </ul> <p>Some Adventures in Writing lessons outside of research lessons are designed to take place over the course of consecutive cycles.</p> <p>Research: <i>American Journeys: Notes from the West; Uncovering the World of Dinosaurs</i></p>

## Grade 5

### Text Types and Purposes

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

W.5.1.A. 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.

W.5.1.B. Provide logically ordered reasons that are supported by facts and details.

W.5.1.C. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).

W.5.1.D. Provide a concluding statement or section related to the opinion presented.

- Opinion writing: *Darnell Rock Reporting; The American Revolution; Disasters at Sea; You Wouldn't Want to Be in a Medieval Dungeon; Charlie and the Chocolate Factory; Misty of Chincoteague*
- Organization of writing: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight introducing the topic, stating opinions, and organizing writing.
- Reasons to support opinions: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight providing reasons to support opinions.
- Linking words and phrases: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight using linking words and phrases to connect ideas.
- Conclusion: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight writing concluding sentences or sections.

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

W.5.2.A. 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.

W.5.2.B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.5.2.C. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).

W.5.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.5.2.E. Provide a concluding statement or section related to the information or explanation presented.

- Informational writing: *Darnell Rock Reporting; You Are There! San Francisco 1906; The Civil War; Human Anatomy for Kids; To Space & Back; Boy: Tales of Childhood; Pollution and Waste; Shaking the Earth: Earthquakes and Volcanoes; Save the Animals; Hey World, Here I Am!; Belle Prater's Boy*
- Organization of writing: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight introducing the topic and organizing writing.
- Develop the topic: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight using facts, definitions, and details to develop the topic.
- Linking words and phrases: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight using linking words and phrases to connect ideas.
- Precise language and domain-specific vocabulary: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight using precise language and domain specific vocabulary that students read earlier in their texts.
- Conclusion: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight writing concluding sentences or sections.

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

W.5.3.A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.5.3.B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or

show the responses of characters to situations.

W.5.3.C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

W.5.3.D. Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.5.3.E. Provide a conclusion that follows from the narrated experiences or events.

- Narratives: *William Shakespeare & the Globe*; *Dear Benjamin Banneker*; *Tuck Everlasting*; *You Wouldn't Want to Be a Pirate's Prisoner*; *Charlie and the Chocolate Factory*; *Dirty Beasts*; *Misty of Chincoteague*; *Animal Defenses*; *Bridge to Terabithia*; *Belle Prater's Boy*
- Poetry: *Brown Honey in Broomwheat Tea*; *Hey World, Here I Am!*; *Belle Prater's Boy*
- Organization of writing: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight introducing the story, narrator, or characters, and sequencing events.
- Dialogue: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight using dialogue. For example: *William Shakespeare & the Globe*; *Tuck Everlasting*; *Charlie and the Chocolate Factory*; *Misty of Chincoteague*; *Belle Prater's Boy*
- Transitional words: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight using temporal words and phrases to signal the sequence of events.
- Concrete words/phrases and sensory details: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight writing descriptively, including the use of sensory details.
- Conclusion: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight writing a story conclusion.

### Production and Distribution of Writing

**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.)

- 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.

**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.)

- 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.

**W.5.6.** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

- 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.

## Integration of Knowledge and Ideas

**W.5.7.** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

- 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.
- Research: *To Space & Back*; *Save the Animals*

**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.

- Collect information from experiences/resources: *Darnell Rock Reporting*; *Brown Honey in Broomwheat Tea*; *You Are There! San Francisco 1906*; *The American Revolution*; *The Civil War*; *William Shakespeare & the Globe*; *Dear Benjamin Banneker*; *Tuck Everlasting*; *Human Anatomy for Kids*; *To Space & Back*; *Disasters at Sea*; *You Wouldn't Want to Be a Pirate's Prisoner*; *You Wouldn't Want to Be in a Medieval Dungeon*; *Charlie and the Chocolate Factory*; *Boy: Tales of Childhood*; *Pollution and Waste*; *Shaking the Earth: Earthquakes and Volcanoes*; *Misty of Chincoteague*; *Save the Animals*; *Animal Defenses*; *Bridge to Terabithia*; *Hey World, Here I Am!*; *Belle Prater's Boy*

**W.5.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.5.9.A. Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
- W.5.9.B. Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

- 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.
- Research: *To Space & Back*; *Save the Animals*
- As students write responses to literature during Adventures in Writing, they are expected to use the skills and knowledge they have gained from reading grade appropriate literature earlier in the lesson.
- As students write responses to informational text during Adventures in Writing, they are expected to use the skills and knowledge they have gained from reading grade appropriate informational texts earlier in the lesson.

## Range of Writing

**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.

Adventures in Writing occurs at the end of multiday cycles. In a six-day cycle, Adventures in Writing takes place on day 6. In a nine-day research cycle, Adventures in Writing takes place on days 6–9. This gives students the opportunity to have at least one reading class set aside for writing. The entire writing process—planning, drafting, sharing, responding and revising, editing, and rewriting—takes place in each of these lessons. In research cycles, the writing process takes place over four days. Having entire lessons 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.

Some Adventures in Writing lessons outside of research lessons are designed to take place over the course of consecutive cycles.

Research: *To Space & Back*; *Save the Animals*

## Grade 6

### Text Types and Purposes

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

W.6.1.A. Introduce claim(s) and organize the reasons and evidence clearly.

W.6.1.B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

W.6.1.C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

W.6.1.D. Establish and maintain a formal style.

W.6.1.E. Provide a concluding statement or section that follows from the argument presented.

- Opinion writing: *From the Mixed-Up Files of Mrs. Basil E. Frankweiler; Dave at Night; Julie of the Wolves; The Bermuda Triangle*
- Organization of writing: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight introducing the topic, stating opinions, and organizing writing.
- Reasons to support opinions: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight providing reasons to support opinions.
- Linking words and phrases: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight using linking words and phrases to connect ideas.
- Formal style: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight using a formal writing style versus an informal style.
- Conclusion: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight writing concluding sentences or sections.

**W.6.2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.2.A. 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.

W.6.2.B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.6.2.C. Use appropriate transitions to clarify the relationships among ideas and concepts.

W.6.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.6.2.E. Establish and maintain a formal style.

W.6.2.F. Provide a concluding statement or section that follows from the information or explanation presented.

- Informational writing: *Number the Stars; From the Mixed-Up Files of Mrs. Basil E. Frankweiler; Weather; Fire in Their Eyes; Wildfires and the People Who Fight Them; Garbage and Recycling; Food and Feasts in the Middle Ages; Julie of the Wolves; Children of the Dust Bowl; Don't Know Much About the Solar System; The Lion, the Witch and the Wardrobe*
- Organization of writing: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight introducing the topic and organizing writing.
- Develop the topic: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight using facts, definitions, and details to develop the topic.
- Linking words and phrases: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight using linking words and phrases to connect ideas.
- Precise language and domain-specific vocabulary: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight using precise language and domain specific vocabulary that students read earlier in their texts.
- Formal style: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight using a formal writing style versus an informal style. For

<p>example: <i>Garbage and Recycling; Food and Feasts in the Middle Ages; Julie of the Wolves; The Lion, the Witch and the Wardrobe</i></p> <ul style="list-style-type: none"> <li>Conclusion: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight writing concluding sentences or sections.</li> </ul>
<p><b>W.6.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.6.3.A. 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.</p> <p>W.6.3.B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>W.6.3.C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>W.6.3.D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>W.6.3.E. Provide a conclusion that follows from the narrated experiences or events.</p>
<ul style="list-style-type: none"> <li>Narratives: <i>Number the Stars; Looking Back: A Book of Memories; From the Mixed-Up Files of Mrs. Basil E. Frankweiler; Fire in Their Eyes: Wildfires and the People Who Fight Them; Dave at Night; Julie of the Wolves; Children of the Dust Bowl; Muscles: Our Muscular System; The Lion, the Witch and the Wardrobe</i></li> <li>Poetry: <i>Knock at a Star: A Child's Introduction to Poetry; The Lion, the Witch and the Wardrobe</i></li> <li>Organization of writing: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight introducing the story, narrator, or characters, and sequencing events.</li> <li>Dialogue: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight using dialogue. For example: <i>Number the Stars; From the Mixed-Up Files of Mrs. Basil E. Frankweiler; Julie of the Wolves; The Lion, the Witch and the Wardrobe</i></li> <li>Transitional words: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight using temporal words and phrases to signal the sequence of events.</li> <li>Concrete words/phrases and sensory details: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight writing descriptively, including the use of sensory details.</li> <li>Conclusion: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight writing a story conclusion.</li> </ul>
<p><b>Production and Distribution of Writing</b></p>
<p><b>W.6.4.</b> 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.)</p>
<ul style="list-style-type: none"> <li>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.</li> </ul>
<p><b>W.6.5.</b> 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.)</p>
<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>

<p><b>W.6.6.</b> 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.</p>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Lesson-specific instruction in Adventures in Writing may highlight skills or formatting differences between writing by hand or using the computer.</li> </ul>
<p><b>Integration of Knowledge and Ideas</b></p>
<p><b>W.6.7.</b> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Research: <i>Garbage and Recycling; Food and Feasts in the Middle Ages</i></li> </ul>
<p><b>W.6.8.</b> 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.</p>
<ul style="list-style-type: none"> <li>• Collect information from experiences/resources: <i>Number the Stars; Looking Back: A Book of Memoir; From the Mixed-Up Files of Mrs. Basil E. Frankweiler; Weather; Fire in Their Eyes: Wildfires and the People Who Fight Them; Garbage and Recycling; Food and Feasts in the Middle Ages; Dave at Night; Julie of the Wolves; Children of the Dust Bowl; Knock at a Star: A Child’s Introduction to Poetry; Muscles: Our Muscular System; Don’t Know Much About the Solar System; The Bermuda Triangle; The Lion, the Witch and the Wardrobe</i></li> </ul>
<p><b>W.6.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.6.9.A. 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").</p> <p>W.6.9.B. 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").</p>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Research: <i>Garbage and Recycling; Food and Feasts in the Middle Ages</i></li> <li>• As students write responses to literature during Adventures in Writing, they are expected to use the skills and knowledge they have gained from reading grade appropriate literature earlier in the lesson.</li> <li>• As students write responses to informational text during Adventures in Writing, they are expected to use the skills and knowledge they have gained from reading grade appropriate informational texts earlier in the lesson.</li> </ul>
<p><b>Range of Writing</b></p>
<p><b>W.6.10.</b> 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.</p>
<p>Adventures in Writing occurs at the end of multiday cycles. In a six-day cycle, Adventures in Writing takes place on day 6. In a nine-day research cycle, Adventures in Writing takes place on days 6–9. This gives students the opportunity to have at least one reading class set aside for writing. The entire writing process—planning, drafting, sharing, responding and revising, editing, and rewriting—takes place in each of these lessons. In research cycles, the writing process takes place over four days. Having entire lessons set aside just for writing allows for:</p> <ul style="list-style-type: none"> <li>• focus on specific writing skills and applications presented through build background;</li> <li>• clear delineation of TAP-F (topic, audience, purpose, format) throughout Adventures in Writing activities;</li> <li>• opportunities to address activity-specific writing techniques and/or grammatical practices;</li> <li>• opportunities to address and practice editing for specific and commonly seen writing errors; and</li> <li>• varied and enhanced writing opportunities, including multicycle writing activities.</li> </ul> <p>Some Adventures in Writing lessons outside of research lessons are designed to take place over the course of</p>

consecutive cycles.

Research: *Garbage and Recycling; Food and Feasts in the Middle Ages*

## Middle Reading Level

### Text Types and Purposes

**W.7.1.** Write arguments to support claims with clear reasons and relevant evidence.

W.7.1.A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

W.7.1.B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.7.1.C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

W.7.1.D. Establish and maintain a formal style.

W.7.1.E. Provide a concluding statement or section that follows from and supports the argument presented.

**W.8.1.** Write arguments to support claims with clear reasons and relevant evidence.

W.8.1.A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

W.8.1.B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.8.1.C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

W.8.1.D. Establish and maintain a formal style.

W.8.1.E. Provide a concluding statement or section that follows from and supports the argument presented.

- Opinion writing: *Catherine, Called Birdy; Holes; Children of the Wild West; Letters from a Slave Girl; Black Potatoes: The Story of the Great Irish Famine, 1845–1850; Farewell to Manzanar; The True Confessions of Charlotte Doyle; Shutting Out the Sky; The Cay; A Wrinkle in Time*
- Organization of writing: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight introducing the topic, stating opinions, and organizing writing.
- Reasons to support opinions: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight providing reasons to support opinions.
- Linking words and phrases: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight using linking words and phrases to connect ideas.
- Formal style: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight using a formal writing style versus an informal style. For example: *Farewell to Manzanar; The True Confessions of Charlotte Doyle*
- Conclusion: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight writing concluding sentences or sections.

**W.7.2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.7.2.A. Introduce a topic clearly, previewing what is to follow; 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.

W.7.2.B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.7.2.C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

W.7.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.7.2.E. Establish and maintain a formal style.

W.7.2.F. Provide a concluding statement or section that follows from and supports the information or

explanation presented.

**W.8.2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.8.2.A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

W.8.2.B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

W.8.2.C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

W.8.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.8.2.E. Establish and maintain a formal style.

W.8.2.F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

- Informational writing: *Catherine, Called Birdy; Growing Up in Coal Country; Letters from a Slave Girl; Arts and Literature in the Middle Ages; Black Potatoes: The Story of the Great Irish Famine, 1845–1850; The True Confessions of Charlotte Doyle; City of Orphans; Orphan Train Rider; The Cay; Phineas Gage: A Gruesome but True Story about Brain Science*
- Organization of writing: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight introducing the topic and organizing writing.
- Develop the topic: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight using facts, definitions, and details to develop the topic.
- Linking words and phrases: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight using linking words and phrases to connect ideas.
- Precise language and domain-specific vocabulary: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight using precise language and domain specific vocabulary that students read earlier in their texts.
- Formal style: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight using a formal writing style versus an informal style. For example: *Catherine, Called Birdy; Growing Up in Coal Country; Letters from a Slave Girl; The True Confessions of Charlotte Doyle; The Cay*
- Conclusion: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight writing concluding sentences or sections.

**W.7.3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.7.3.A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.7.3.B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.7.3.C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W.7.3.D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.7.3.E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

**W.8.3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.8.3.A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.8.3.B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

W.8.3.C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

W.8.3.D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.8.3.E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

- Narratives: *Catherine, Called Birdy; Holes; Letters from a Slave Girl; Black Potatoes: The Story of the Great Irish Famine, 1845–1850; Farewell to Manzanar; The True Confessions of Charlotte Doyle; City of Orphans; Orphan Train Rider; The Cay; The Riddle of the Rosetta Stone: Key to Ancient Egypt; A Wrinkle in Time*
- Poetry: *Catherine, Called Birdy; The Place My Words are Looking For*
- Organization of writing: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight introducing the story, narrator, or characters, and sequencing events.
- Dialogue: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight using dialogue. For example: *Holes; Farewell to Manzanar; The True Confessions of Charlotte Doyle; City of Orphans; The Cay; The Riddle of the Rosetta Stone: Key to Ancient Egypt*
- Transitional words: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight using temporal words and phrases to signal the sequence of events.
- Precise words/phrases and sensory details: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight writing descriptively, including the use of sensory details.
- Conclusion: All Adventures in Writing lessons encourage students to use a variety of writing skills to produce a writing product. Skills focus in lessons may highlight writing a story conclusion.

### Production and Distribution of Writing

**W.7.4.** 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.)

**W.8.4.** 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.

**W.7.5.** 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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)

**W.8.5.** 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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)

- 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.

**W.7.6.** Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

**W.8.6.** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as 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.

### Integration of Knowledge and Ideas

<p><b>W.7.7.</b> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p><b>W.8.7.</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Research: <i>Letters from a Slave Girl</i>; <i>The Cay</i></li> </ul>
<p><b>W.7.8.</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><b>W.8.8.</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>
<ul style="list-style-type: none"> <li>• Collect information from experiences/resources: <i>Catherine, Called Birdy</i>; <i>Holes</i>; <i>Children of the Wild West</i>; <i>Growing Up in Coal Country</i>; <i>Letters from a Slave Girl</i>; <i>Arts and Literature in the Middle Ages</i>; <i>Black Potatoes: The Story of the Great Irish Famine, 1845–1850</i>; <i>Farewell to Manzanar</i>; <i>The True Confessions of Charlotte Doyle</i>; <i>City of Orphans</i>; <i>Shutting Out the Sky</i>; <i>Orphan Train Rider</i>; <i>The Cay</i>; <i>The Riddle of the Rosetta Stone: Key to Ancient Egypt</i>; <i>A Wrinkle in Time</i>; <i>Phineas Gage: A Gruesome but True Story about Brain Science</i></li> </ul>
<p><b>W.7.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.7.9.A. Apply <i>grade 7 Reading standards</i> to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").</p> <p>W.7.9.B. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").</p> <p><b>W.8.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.8.9.A. Apply <i>grade 8 Reading standards</i> to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").</p> <p>W.8.9.B. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").</p>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Research: <i>Letters from a Slave Girl</i>; <i>The Cay</i></li> <li>• As students write responses to literature during Adventures in Writing, they are expected to use the skills and knowledge they have gained from reading grade appropriate literature earlier in the lesson.</li> <li>• As students write responses to informational text during Adventures in Writing, they are expected to use the skills and knowledge they have gained from reading grade appropriate informational texts earlier in the lesson.</li> </ul>
<p><b>Range of Writing</b></p>
<p><b>W.7.10.</b> 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.</p> <p><b>W.8.10.</b> 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.</p>
<p>Adventures in Writing occurs at the end of multiday cycles. In a six-day cycle, Adventures in Writing takes place on day 6. In a nine-day research cycle, Adventures in Writing takes place on days 6–9. This gives students the opportunity to have at least one reading class set aside for writing. The entire writing process—planning, drafting, sharing, responding and revising, editing, and rewriting—takes place in each of these lessons. In research cycles, the writing process takes place over four days. Having entire lessons set aside just for writing allows for:</p> <ul style="list-style-type: none"> <li>• focus on specific writing skills and applications presented through build background;</li> </ul>

- 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.

Some Adventures in Writing lessons outside of research lessons are designed to take place over the course of consecutive cycles.

Research: *Letters from a Slave Girl*; *The Cay*

## Section VII: College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration
<p><b>Anchor Standard 1:</b> 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>
<ul style="list-style-type: none"> <li>• 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:               <ul style="list-style-type: none"> <li>– 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.</li> <li>– 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.</li> <li>– 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.</li> </ul> </li> <li>• 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"> <li>– practice active listening,</li> <li>– help and encourage others,</li> <li>– everyone participates,</li> <li>– explain your ideas/tell why, and</li> <li>– complete tasks.</li> </ul> </li> <li>• 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.</li> </ul>
<p><b>Anchor Standard 2:</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p>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.</p> <ul style="list-style-type: none"> <li>• In narrative lessons, the teacher models, and students learn to evaluate illustrations to aid in their comprehension of a story.</li> <li>• In informational lessons, the teacher models, and students learn to include analysis of text features in their comprehension of the text.</li> <li>• Background videos help students conceptualize the topic of a story or text and help them develop questions before they begin to read.</li> <li>• 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.</li> <li>• Fluency videos ask students to evaluate videos of students who demonstrate fluency, or a lack thereof, and to assign appropriate fluency scores.</li> <li>• Strategy videos ask students to engage in core comprehension-monitoring strategies and build excitement about using the strategy to aid in students' own reading.</li> <li>• 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.</li> </ul>

**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: Speaking and Listening

Grade 2
<b>Comprehension and Collaboration</b>
<p><b>SL.2.1.</b> Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.2.1.A. 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).</p> <p>SL.2.1.B. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>SL.2.1.C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Targeted Treasure Hunts: Teamwork, class discussion, and team discussion</li> <li>• Team cooperation goals: practice active listening; Team role cards: Students are given role cards in their team folders. Each student assumes a role in the team and follows the role card directions to lead discussion, answer the question, agree or disagree with the answer, and summarize the team response.</li> <li>• Team cooperation goals: everyone participates; Team role cards: Students with the third role card are instructed to restate a teammate's answer to a question, and then agree with the answer, adding additional information to it, or disagree with the answer and explain their reasons.</li> <li>• Team cooperation goals: help and encourage others, explain your ideas/tell why</li> </ul>
<p><b>SL.2.2.</b> 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"> <li>• Targeted Treasure Hunts: background videos, listening comprehension, fluency videos, Teamwork, class discussion, and team discussion</li> </ul> <p>Summarization is a core reading comprehension skill that students learn in <i>The Savvy Reader: Summarizing and practice</i> in all Targeted Treasure Hunts.</p>
<p><b>SL.2.3.</b> 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"> <li>• 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"> <li>– practice active listening,</li> <li>– help and encourage others,</li> <li>– everyone participates,</li> <li>– explain your ideas/tell why, and</li> <li>– complete tasks.</li> </ul> </li> </ul>
Presentation of Knowledge and Ideas
<p><b>SL.2.4.</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>
<ul style="list-style-type: none"> <li>• Targeted Treasure Hunts: Teamwork, class discussion, Book Club, and team discussion</li> <li>• Adventures in Writing: <i>Arthur's New Puppy</i>; <i>Jamaica's Find</i>; <i>Jessica</i>; <i>Mr. Putter &amp; Tabby Walk the Dog</i>; <i>Appalachia: The Voices of Sleeping Birds</i>; <i>The Boy Who Didn't Believe in Spring</i>; <i>Julian, Dream Doctor</i>; <i>Truman's Aunt Farm</i></li> </ul>
<p><b>SL.2.5.</b> 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.</p>
<ul style="list-style-type: none"> <li>• Class discussion, Fluency in Five, Book Club, team discussion, and Adventures in Writing do not specifically</li> </ul>

<p>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.</p> <ul style="list-style-type: none"> <li>– 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.</li> </ul>
<p><b>SL.2.6.</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)</p>
<ul style="list-style-type: none"> <li>• Targeted Treasure Hunts: Teamwork, class discussion, and team discussion</li> </ul>

<h2 style="background-color: #00a68f; color: white; padding: 5px; border-radius: 10px;">Grade 3</h2>
<h3>Comprehension and Collaboration</h3>
<p><b>SL.3.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.3.1.A. 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.</p> <p>SL.3.1.B. 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).</p> <p>SL.3.1.C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>SL.3.1.D. Explain their own ideas and understanding in light of the discussion.</p>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Targeted Treasure Hunts: Partner Reading, Teamwork, class discussion, and team discussion</li> <li>• Team cooperation goals: practice active listening; Team role cards: Students are given role cards in their team folders. Each student assumes a role in the team and follows the role card directions to lead discussion, answer the question, agree or disagree with the answer, and summarize the team response.</li> <li>• Team cooperation goals: everyone participates; Team role cards: Students with the third role card are instructed to restate a teammate’s answer to a question, and then agree with the answer, adding additional information to it, or disagree with the answer and explain their reasons.</li> <li>• Team cooperation goals: help and encourage others, explain your ideas/tell why</li> </ul>
<p><b>SL.3.2.</b> 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.</p> <p>Students have a variety of opportunities to evaluate information presented in diverse media and formats:</p> <ul style="list-style-type: none"> <li>• Targeted Treasure Hunts: background videos, listening comprehension, fluency videos, Teamwork, class discussion, and team discussion</li> </ul> <p>Summarization is a core reading comprehension skill that students learn in The Savvy Reader: Summarizing and practice in all Targeted Treasure Hunts.</p>
<p><b>SL.3.3.</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>
<ul style="list-style-type: none"> <li>• 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"> <li>– practice active listening,</li> <li>– help and encourage others,</li> <li>– everyone participates,</li> <li>– explain your ideas/tell why, and</li> <li>– complete tasks.</li> </ul> </li> </ul>

Presentation of Knowledge and Ideas
<b>SL.3.4.</b> 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.
<ul style="list-style-type: none"> <li>• Targeted Treasure Hunts: Teamwork, class discussion, Book Club, and team discussion</li> <li>• Adventures in Writing:               <ul style="list-style-type: none"> <li>– Narratives: <i>Dinosaurs Before Dark</i>; <i>Finding the Titanic</i>; <i>The Three Little Javalinas</i>; <i>The Egyptian Cinderella</i>; <i>Too Many Tamales</i>; <i>Mufaro's Beautiful Daughters</i>; <i>Lon Po Po</i>; <i>Merlin and the Dragons</i>; <i>The Paper Bag Princess</i>; <i>Jackie Robinson and the Story of All-Black Baseball</i>; <i>Alvin Ailey</i>; <i>Mary McLeod Bethune</i>; <i>The Story of Civil Rights</i>; <i>Sarah, Plain and Tall</i></li> <li>– Informational writing: <i>Dinosaurs Before Dark</i>; <i>Freckle Juice</i>; <i>Corn is Maize: The Gift of the Indians</i>; <i>Where Does the Garbage Go?</i>; <i>Ancient Egypt: Gods and Pharaohs</i>; <i>Pompeii...Buried Alive!</i>; <i>26 Fairmount Avenue</i>; <i>The Very First Americans</i>; <i>American Journeys: Notes from the Northeast</i>; <i>China: A Rich Past, A Great Future</i>; <i>Ancient Rome: The Greatest Empire</i>; <i>Ancient Greece: Where Democracy Began</i>; <i>A Walk in the Desert</i>; <i>Tut's Mummy Lost...and Found</i>; <i>The Story of Civil Rights</i>; <i>Chang's Paper Pony</i>; <i>Immigrants Who Built America</i></li> </ul> </li> </ul>
<b>SL.3.5.</b> 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.
<ul style="list-style-type: none"> <li>• 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"> <li>– 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.</li> </ul> </li> </ul>
<b>SL.3.6.</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
<ul style="list-style-type: none"> <li>• Targeted Treasure Hunts: Teamwork, class discussion, and team discussion</li> </ul>

Grade 4
<b>Comprehension and Collaboration</b>
<b>SL.4.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.
<p>SL.4.1.A. 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.</p> <p>SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.4.1.C. 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.</p> <p>SL.4.1.D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Targeted Treasure Hunts: Partner Reading, Teamwork, class discussion, and team discussion</li> <li>• Team cooperation goals: practice active listening; Team role cards: Students are given role cards in their team folders. Each student assumes a role in the team and follows the role card directions to lead discussion, answer the question, agree or disagree with the answer, and summarize the team response.</li> <li>• Team cooperation goals: everyone participates; Team role cards: Students with the third role card are instructed to restate a teammate's answer to a question, and then agree with the answer, adding additional information to it, or disagree with the answer and explain their reasons.</li> <li>• Team cooperation goals: help and encourage others, explain your ideas/tell why</li> </ul>

<b>SL.4.2.</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<p>Students have a variety of opportunities to evaluate information presented in diverse media and formats:</p> <ul style="list-style-type: none"> <li>Targeted Treasure Hunts: background videos, listening comprehension, fluency videos, Teamwork, class discussion, and team discussion</li> </ul> <p>Summarization is a core reading comprehension skill that students learn in The Savvy Reader: Summarizing and practice in all Targeted Treasure Hunts.</p>
<b>SL.4.3.</b> Identify the reasons and evidence a speaker provides to support particular points.
<ul style="list-style-type: none"> <li>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"> <li>practice active listening,</li> <li>help and encourage others,</li> <li>everyone participates,</li> <li>explain your ideas/tell why, and</li> <li>complete tasks.</li> </ul> </li> </ul>
<b>Presentation of Knowledge and Ideas</b>
<b>SL.4.4.</b> 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.
<ul style="list-style-type: none"> <li>Targeted Treasure Hunts: Teamwork, class discussion, Book Club, and team discussion</li> <li>Adventures in Writing: <ul style="list-style-type: none"> <li>Narratives: <i>Tales of a Fourth Grade Nothing</i>; <i>Uncle Jed's Barbershop</i>; <i>Fantastic Mr. Fox</i>; <i>Charlotte's Web</i>; <i>The Midnight Horse</i>; <i>Daily Life in a Covered Wagon</i>; <i>The Trail of Tears</i>; <i>The Wump World</i>; <i>Beezus and Ramona</i>; <i>Dear Mr. Henshaw</i>; <i>Dancing Home</i>; <i>To the Top! Climbing the World's Highest Mountain</i></li> <li>Informational writing: <i>Crazy Camouflage and Other Awesome Animal Adaptations</i>; <i>American Journeys: Notes from the Southeast</i>; <i>American Journeys: Notes from the West</i>; <i>Charlotte's Web</i>; <i>Daily Life in a Covered Wagon</i>; <i>Native American Heroes</i>; <i>Your Planet Needs You!</i>; <i>Life 2.0: Living in a Digital World</i>; <i>Uncovering the World of Dinosaurs</i></li> </ul> </li> </ul>
<b>SL.4.5.</b> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
<ul style="list-style-type: none"> <li>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"> <li>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.</li> </ul> </li> </ul>
<b>SL.4.6.</b> 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 for specific expectations.)
<ul style="list-style-type: none"> <li>Targeted Treasure Hunts: Teamwork, class discussion, and team discussion</li> </ul>

<b>Grade 5</b>
<b>Comprehension and Collaboration</b>
<p><b>SL.5.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.5.1.A. 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.</p> <p>SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</p>

<p>SL.5.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>SL.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Targeted Treasure Hunts: Partner Reading, Teamwork, class discussion, and team discussion</li> <li>• Team cooperation goals: practice active listening; Team role cards: Students are given role cards in their team folders. Each student assumes a role in the team and follows the role card directions to lead discussion, answer the question, agree or disagree with the answer, and summarize the team response.</li> <li>• Team cooperation goals: everyone participates; Team role cards: Students with the third role card are instructed to restate a teammate’s answer to a question, and then agree with the answer, adding additional information to it, or disagree with the answer and explain their reasons.</li> <li>• Team cooperation goals: help and encourage others, explain your ideas/tell why</li> </ul>
<p><b>SL.5.2.</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p>Students have a variety of opportunities to evaluate information presented in diverse media and formats:</p> <ul style="list-style-type: none"> <li>• Targeted Treasure Hunts: background videos, listening comprehension, fluency videos, Teamwork, class discussion, and team discussion</li> </ul> <p>Summarization is a core reading comprehension skill that students learn in The Savvy Reader: Summarizing and practice in all Targeted Treasure Hunts.</p>
<p><b>SL.5.3.</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>
<ul style="list-style-type: none"> <li>• 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"> <li>– practice active listening,</li> <li>– help and encourage others,</li> <li>– everyone participates,</li> <li>– explain your ideas/tell why, and</li> <li>– complete tasks.</li> </ul> </li> </ul>
<p><b>Presentation of Knowledge and Ideas</b></p>
<p><b>SL.5.4.</b> 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.</p>
<ul style="list-style-type: none"> <li>• Targeted Treasure Hunts: Teamwork, class discussion, Book Club, and team discussion</li> <li>• Adventures in Writing: <ul style="list-style-type: none"> <li>– Informational writing: <i>Darnell Rock Reporting; You Are There! San Francisco 1906; The Civil War; Human Anatomy for Kids; To Space &amp; Back; Boy: Tales of Childhood; Pollution and Waste; Shaking the Earth: Earthquakes and Volcanoes; Save the Animals; Hey World, Here I Am!; Belle Prater’s Boy</i></li> <li>– Opinion writing: <i>Darnell Rock Reporting; The American Revolution; Disasters at Sea; You Wouldn’t Want to Be in a Medieval Dungeon; Charlie and the Chocolate Factory; Misty of Chincoteague</i></li> </ul> </li> </ul>
<p><b>SL.5.5.</b> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>
<ul style="list-style-type: none"> <li>• 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"> <li>– 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.</li> </ul> </li> </ul>
<p><b>SL.5.6.</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)</p>

- Targeted Treasure Hunts: Teamwork, class discussion, and team discussion

## Grade 6

### Comprehension and Collaboration

**SL.6.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

SL.6.1.A. 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.

SL.6.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SL.6.1.C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.6.1.D. 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: Partner Reading, Teamwork, class discussion, and team discussion
- Team cooperation goals: practice active listening; Team role cards: Students are given role cards in their team folders. Each student assumes a role in the team and follows the role card directions to lead discussion, answer the question, agree or disagree with the answer, and summarize the team response.
- Team cooperation goals: everyone participates; Team role cards: Students with the third role card are instructed to restate a teammate's answer to a question, and then agree with the answer, adding additional information to it, or disagree with the answer and explain their reasons.
- Team cooperation goals: help and encourage others, explain your ideas/tell why

**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

Summarization is a core reading comprehension skill that students learn in The Savvy Reader: Summarizing and practice in all Targeted Treasure Hunts.

**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.

- 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

**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.

- Targeted Treasure Hunts: Teamwork, class discussion, Book Club, and team discussion
- Adventures in Writing:
  - Informational writing: *Number the Stars*; *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*; *Weather*; *Fire in Their Eyes*; *Wildfires and the People Who Fight Them*; *Garbage and Recycling*; *Food and Feasts in the Middle Ages*; *Julie of the Wolves*; *Children of the Dust Bowl*; *Don't Know Much About the Solar System*; *The Lion, the Witch and the Wardrobe*
  - Opinion writing: *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*; *Dave at Night*; *Julie of the Wolves*; *The Bermuda Triangle*

**SL.6.5.** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

- 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.

**SL.6.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

- Targeted Treasure Hunts: Teamwork, class discussion, and team discussion

## Middle Reading Level

### Comprehension and Collaboration

**SL.7.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

SL.7.1.A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.7.1.B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.7.1.C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

SL.7.1.D. Acknowledge new information expressed by others and, when warranted, modify their own views.

**SL.8.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

SL.8.1.A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.8.1.B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.8.1.C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

SL.8.1.D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

- 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: Partner Reading, Teamwork, class discussion, and team discussion
- Team cooperation goals: practice active listening; Team role cards: Students are given role cards in their team

<p>folders. Each student assumes a role in the team and follows the role card directions to lead discussion, answer the question, agree or disagree with the answer, and summarize the team response.</p> <ul style="list-style-type: none"> <li>• Team cooperation goals: everyone participates; Team role cards: Students with the third role card are instructed to restate a teammate’s answer to a question, and then agree with the answer, adding additional information to it, or disagree with the answer and explain their reasons.</li> <li>• Team cooperation goals: help and encourage others, explain your ideas/tell why</li> </ul>
<p><b>SL.7.2.</b> Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p><b>SL.8.2.</b> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>
<p>Students have a variety of opportunities to evaluate information presented in diverse media and formats:</p> <ul style="list-style-type: none"> <li>• Targeted Treasure Hunts: background videos, listening comprehension, fluency videos, Teamwork, class discussion, and team discussion</li> </ul> <p>Summarization is a core reading comprehension skill that students learn in The Savvy Reader: Summarizing and practice in all Targeted Treasure Hunts.</p>
<p><b>SL.7.3.</b> Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p><b>SL.8.3.</b> Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>
<ul style="list-style-type: none"> <li>• 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"> <li>– practice active listening,</li> <li>– help and encourage others,</li> <li>– everyone participates,</li> <li>– explain your ideas/tell why, and</li> <li>– complete tasks.</li> </ul> </li> </ul>
<p><b>Presentation of Knowledge and Ideas</b></p>
<p><b>SL.7.4.</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>SL.8.4.</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>
<ul style="list-style-type: none"> <li>• Targeted Treasure Hunts: Teamwork, class discussion, Book Club, and team discussion</li> <li>• Adventures in Writing: <ul style="list-style-type: none"> <li>– Informational writing: <i>Catherine, Called Birdy</i>; <i>Growing Up in Coal Country</i>; <i>Letters from a Slave Girl</i>; <i>Arts and Literature in the Middle Ages</i>; <i>Black Potatoes: The Story of the Great Irish Famine, 1845–1850</i>; <i>The True Confessions of Charlotte Doyle</i>; <i>City of Orphans</i>; <i>Orphan Train Rider</i>; <i>The Cay</i>; <i>Phineas Gage: A Gruesome but True Story about Brain Science</i></li> <li>– Opinion writing: <i>Catherine, Called Birdy</i>; <i>Holes</i>; <i>Children of the Wild West</i>; <i>Letters from a Slave Girl</i>; <i>Black Potatoes: The Story of the Great Irish Famine, 1845–1850</i>; <i>Farewell to Manzanar</i>; <i>The True Confessions of Charlotte Doyle</i>; <i>Shutting Out the Sky</i>; <i>The Cay</i>; <i>A Wrinkle in Time</i></li> </ul> </li> </ul>
<p><b>SL.7.5.</b> Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p><b>SL.8.5.</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>
<ul style="list-style-type: none"> <li>• 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"> <li>– 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.</li> </ul> </li> </ul>
<p><b>SL.7.6.</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or</p>

appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)

**SL.8.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)

- Targeted Treasure Hunts: Teamwork, class discussion, and team discussion

## Section IX: College and Career Readiness Anchor Standards for Language

Conventions of Standard English
<b>Anchor Standard 1:</b> 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"> <li>• 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.</li> <li>• 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.</li> </ul>
<b>Anchor Standard 2:</b> 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"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>
Knowledge of Language
<b>Anchor Standard 3:</b> 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.
<p>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 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.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>

## 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 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: Language

### Grade 2

#### Conventions of Standard English

**L.2.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.1.A. Use collective nouns (e.g., *group*).

L.2.1.B. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).

L.2.1.C. Use reflexive pronouns (e.g., *myself, ourselves*).

L.2.1.D. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).

L.2.1.E. Use adjectives and adverbs, and choose between them depending on what is to be modified.

L.2.1.F. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

- Targeted Treasure Hunts: Two-Minute Edit, team discussion, class discussion, Word Power, Book Club, Adventures in Writing
- Collective nouns: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including using collective nouns. This may be a skill focus in Adventures in Writing.
- Irregular plural nouns: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including using irregular plural nouns. This may be a skill focus in Adventures in Writing, for example: *A City Grows; Henry and Mudge: The First Book; Why the Sea is Salty; Albert Einstein: Genius of the Twentieth Century; Throw Your Tooth on the Roof; In the Time of Dinosaurs; How and why do animals adapt?; A Weed Is a Flower: The Life of George Washington Carver; So You Want to Be President?*
- Reflexive pronouns: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including using reflexive pronouns. This may be a skill focus in Adventures in Writing, for example: *Why the Sea is Salty*
- Verb tense: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including using verb tense. This may be a skill focus in Adventures in Writing, for example: *A City Grows; Albert Einstein: Genius of the Twentieth Century; Throw Your Tooth on the Roof; How and why do animals adapt?*
- Adjectives/adverbs: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including adjective and adverbs. This may be a skill focus in Adventures in Writing, for example: *Mole Bakes Bread*
- Simple/compound sentences: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including speaking and writing in simple and compound sentences. This may be a skill focus in Adventures in Writing.

**L.2.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.2.A. Capitalize holidays, product names, and geographic names.

L.2.2.B. Use commas in greetings and closings of letters.

L.2.2.C. Use an apostrophe to form contractions and frequently occurring possessives.

L.2.2.D. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).

L.2.2.E. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

- Targeted Treasure Hunts: Two-Minute Edit, Adventures in Writing
- Capitalization: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including using capitalization of proper nouns. This may be a skill focus in Adventures in Writing.
- Commas: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including using capitalization. This may be a skill focus in Adventures in Writing, for example: *Arthur's New Puppy; Squeaking Bats; Ruby the Copycat; A City Grows; Jessica; Julius; Staying Alive; Mr. Putter & Tabby Walk the Dog; Spaceships and Rockets; Mole Bakes Bread; Throw Your Tooth on the Roof; Abuela; Truman's Aunt Farm; In the Time of Dinosaurs; Nate the Great; Julian, Dream Doctor; The Wednesday Surprise; From Seed to Plant; The Llama Who Had No Pajama; Using Energy Wisely; Wonderfully Weird Animals;*

<p><i>How and why do animals adapt?; A Weed Is a Flower: The Life of George Washington Carver</i></p> <ul style="list-style-type: none"> <li>• Apostrophes: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including using reflexive pronouns. This may be a skill focus in Adventures in Writing, for example: <i>Arthur's New Puppy; Jamaica's Find; A City Grows; Henry and Mudge: The First Book; Who Has Time?; Albert Einstein: Genius of the Twentieth Century; Throw Your Tooth on the Roof; In the Time of Dinosaurs; Julian, Dream Doctor; How and why do animals adapt?</i></li> <li>• Spelling: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including spelling. This may be a skill focus in Adventures in Writing, for example: <i>A City Grows; Henry and Mudge: The First Book; Why the Sea is Salty; Albert Einstein: Genius of the Twentieth Century; Throw Your Tooth on the Roof; In the Time of Dinosaurs; How and why do animals adapt?; A Weed Is a Flower: The Life of George Washington Carver; So You Want to Be President?</i></li> <li>• Reference materials: Students are encouraged to use reference materials, such as dictionaries, to help clarify words and check spelling as needed. This is taught in The Savvy Reader Clarifying.</li> </ul>
<p><b>Knowledge of Language</b></p>
<p><b>L.2.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.2.3.A. Compare formal and informal uses of English.</p>
<ul style="list-style-type: none"> <li>• Formal/informal language: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including using formal and informal language. This may be a skill focus in Adventures in Writing, for example: <i>A City Grows; How and why do animals adapt?</i></li> </ul>
<p><b>Vocabulary Acquisition and Use</b></p>
<p><b>L.2.4.</b> 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.</p> <p>L.2.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.2.4.B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</p> <p>L.2.4.C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</p> <p>L.2.4.D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</p> <p>L.2.4.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>
<p>The Savvy Reader Clarifying strategy and Word Power lessons found in every Targeted Treasure Hunt provide students with a variety of strategies to clarifying the meaning of words.</p> <ul style="list-style-type: none"> <li>• The Savvy Reader Clarifying</li> <li>• Prefix and base word: <i>Springtime Birds' Nests</i></li> <li>• Compound words: <i>Miss Priss; Appalachia: The Voices of Sleeping Birds; From Seed to Plant</i></li> </ul>
<p><b>L.2.5.</b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.2.5.A. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</p> <p>L.2.5.B. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p>
<ul style="list-style-type: none"> <li>• The Savvy Reader Clarifying</li> <li>• Synonyms: <i>Why the Sea is Salty; Truman's Aunt Farm; The Scavenger Hunt; Nate the Great; The Mystery of the Stolen Hair Ribbons</i></li> </ul>
<p><b>L.2.6.</b> 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., <i>When other kids are happy that makes me happy</i>).</p>
<ul style="list-style-type: none"> <li>• The Savvy Reader Clarifying</li> <li>• Vocabulary, Word Power, Vocabulary Vault, Adventures in Writing</li> <li>• Adventures in Writing: <ul style="list-style-type: none"> <li>– Parts of speech: <i>Mole Bakes Bread</i></li> </ul> </li> </ul>

## Grade 3

### Conventions of Standard English

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

- L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- L.3.1.B. Form and use regular and irregular plural nouns.
- L.3.1.C. Use abstract nouns (e.g., *childhood*).
- L.3.1.D. Form and use regular and irregular verbs.
- L.3.1.E. Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.
- L.3.1.F. Ensure subject-verb and pronoun-antecedent agreement.\*
- L.3.1.G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- L.3.1.H. Use coordinating and subordinating conjunctions.
- L.3.1.I. Produce simple, compound, and complex sentences.

- Targeted Treasure Hunts: Two-Minute Edit, team discussion, class discussion, Word Power, Book Club, Adventures in Writing
- Parts of speech: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including parts of speech. This may be a skill focus in Adventures in Writing.
- Plural nouns: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including using plural nouns. This may be a skill focus in Adventures in Writing, for example: *Dinosaurs Before Dark*; *Dreaming Big Dreams and Other Poems*; *Where Does the Garbage Go?*; *Pompeii...Buried Alive!*; *Big Anthony: His Story*; *The Very First Americans*; *Settling the West*; *American Journeys: Notes from the Northeast*; *Ancient Rome: The Greatest Empire*; *Ancient Greece: Where Democracy Began*; *Alvin Ailey*; *Mary McLeod Bethune*
- Abstract nouns: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including using abstract nouns. This may be a skill focus in Adventures in Writing.
- Verbs: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including using regular and irregular verbs. This may be a skill focus in Adventures in Writing.
- Verb tense: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including using verb tenses. This may be a skill focus in Adventures in Writing, for example: *Where Does the Garbage Go?*; *Pompeii...Buried Alive!*; *Big Anthony: His Story*; *American Journeys: Notes from the Northeast*; *Ancient Greece: Where Democracy Began*; *Mary McLeod Bethune*
- Subject-verb/pronoun-antecedent agreement: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including subject-verb and pronoun-antecedent agreement. This may be a skill focus in Adventures in Writing, for example: *Where Does the Garbage Go?*; *Pompeii...Buried Alive!*; *Big Anthony: His Story*; *The Very First Americans*; *Settling the West*; *American Journeys: Notes from the Northeast*; *Ancient Greece: Where Democracy Began*; *Alvin Ailey*; *Mary McLeod Bethune*
- Comparative/superlative: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including using comparative and superlative adjectives and adverbs. This may be a skill focus in Word Power and Adventures in Writing.
- Coordinating/subordinating conjunctions: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including coordinating and subordinating conjunctions. This may be a skill focus in Adventures in Writing, for example: *Freckle Juice*; *The Three Little Javalinas*; *Corn is Maize: The Gift of the Indians*; *Lon Po Po*
- Simple/compound sentences: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including speaking and writing in simple and compound sentences. This may be a skill focus in Adventures in Writing.

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

- L.3.2.A. Capitalize appropriate words in titles.
- L.3.2.B. Use commas in addresses.
- L.3.2.C. Use commas and quotation marks in dialogue.

L.3.2.D. Form and use possessives.

L.3.2.E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).

L.3.2.F. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.

L.3.2.G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

- Targeted Treasure Hunts: Two-Minute Edit, Adventures in Writing
- Capitalization: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including capitalizing words. This may be a skill focus in Adventures in Writing, for example: *A New Coat for Anna; Pompeii...Buried Alive!; Big Anthony: His Story; Tony's Bread; American Journeys: Notes from the Northeast; Ancient Greece: Where Democracy Began; Tut's Mummy Lost...and Found; The Paper Bag Princess; Mary McLeod Bethune*
- Commas: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including using commas in addresses. This may be a skill focus in Adventures in Writing, for example: *Dinosaurs Before Dark; The Three Little Javalinas; Where Does the Garbage Go?; Sarah, Plain and Tall; Immigrants Who Built America*
- Dialogue: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including using commas and quotation marks in dialogue. This may be a skill focus in Adventures in Writing, for example: *Lon Po Po; Ancient Rome: The Greatest Empire*
- Possessives: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including forming and using possessives. This may be a skill focus in Adventures in Writing.
- Spelling: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including spelling high frequency words and words with suffixes. This may be a skill focus in Word Power and Adventures in Writing, for example:
  - Base word and suffix: *Dinosaurs Before Dark; A New Coat for Anna; Freckle Juice; The Egyptian Cinderella; I Don't Like Different; Mufaro's Beautiful Daughters; Tut's Mummy Lost...and Found; Jackie Robinson and the Story of All-Black Baseball; Alvin Ailey; Mary McLeod Bethune; The Story of Civil Rights*
  - Adventures in Writing: *Dinosaurs Before Dark; Dreaming Big Dreams and Other Poems; Where Does the Garbage Go?; Pompeii...Buried Alive!; Big Anthony: His Story; The Very First Americans; Settling the West; American Journeys: Notes from the Northeast; Ancient Rome: The Greatest Empire; Ancient Greece: Where Democracy Began; Mary McLeod Bethune*
- Spelling: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including using spelling patterns. This may be a skill focus in Word Power, for example:
  - Base word and suffix: *Dinosaurs Before Dark; A New Coat for Anna; Freckle Juice; The Egyptian Cinderella; I Don't Like Different; Mufaro's Beautiful Daughters; Tut's Mummy Lost...and Found; Jackie Robinson and the Story of All-Black Baseball; Alvin Ailey; Mary McLeod Bethune; The Story of Civil Rights*
  - Chunking: *Finding the Titanic; Dreaming Big Dreams and Other Poems; The Pocket Watch; Pompeii...Buried Alive!; American Journeys: Notes from the Northeast; Sarah, Plain and Tall*
- Reference materials: Students are encouraged to use reference materials, such as dictionaries, to help clarify words and check spelling as needed. This is taught in The Savvy Reader Clarifying, and found as a skill in Word Power. For example:
  - Dictionary skills: *Pig and Wolf Masks; Corn is Maize: The Gift of the Indians; Ancient Egypt: Gods and Pharaohs; Big Anthony: His Story; Lon Po Po; China: A Rich Past, A Great Future; Immigrants Who Built America*

### Knowledge of Language

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

L.3.3.A. Choose words and phrases for effect.\*

L.3.3.B. Recognize and observe differences between the conventions of spoken and written standard English.

- Words and phrases for effect: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including choosing words and phrases for their effect. This may be a

<p>skill focus in Adventures in Writing and is a focus of The Savvy Reader Clarifying.</p> <ul style="list-style-type: none"> <li>Targeted Treasure Hunts: Two-Minute Edit, team discussion, class discussion, Adventures in Writing</li> </ul>
<p><b>Vocabulary Acquisition and Use</b></p>
<p><b>L.3.4.</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.3.4.B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p> <p>L.3.4.C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p> <p>L.3.4.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
<p>The Savvy Reader Clarifying strategy and Word Power lessons found in every Targeted Treasure Hunt provide students with a variety of strategies to clarifying the meaning of words.</p> <ul style="list-style-type: none"> <li>The Savvy Reader Clarifying</li> <li>Base word and suffix: <i>Dinosaurs Before Dark; A New Coat for Anna; Freckle Juice; The Egyptian Cinderella; I Don't Like Different; Mufaro's Beautiful Daughters; Tut's Mummy Lost...and Found; Jackie Robinson and the Story of All-Black Baseball; Alvin Ailey; Mary McLeod Bethune; The Story of Civil Rights</i></li> <li>Prefix and base word: <i>Know Your Food!; The Three Little Javalinas; Too Many Tamales; Ancient Greece: Where Democracy Began; The Story of Civil Rights</i></li> <li>Latin/Greek roots: <i>Classified Advertisements</i></li> <li>Dictionary skills: <i>Pig and Wolf Masks; Corn is Maize: The Gift of the Indians; Ancient Egypt: Gods and Pharaohs; Big Anthony: His Story; Lon Po Po; China: A Rich Past, A Great Future; Immigrants Who Built America</i></li> </ul>
<p><b>L.3.5.</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>L.3.5.A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>L.3.5.B. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>L.3.5.C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p>
<ul style="list-style-type: none"> <li>The Savvy Reader Clarifying</li> <li>Figurative language: <i>The Great Frog Race and Other Poems</i></li> <li>Synonyms: <i>The Three Little Pigs; The Very First Americans; A Walk in the Desert; The Paper Bag Princess</i></li> </ul>
<p><b>L.3.6.</b> 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., <i>After dinner that night we went looking for them</i>).</p>
<ul style="list-style-type: none"> <li>The Savvy Reader Clarifying</li> <li>Vocabulary, Word Power, Vocabulary Vault, Adventures in Writing</li> <li>Adventures in Writing: <ul style="list-style-type: none"> <li>Glossary: <i>Ancient Egypt: Gods and Pharaohs; The Very First Americans</i></li> </ul> </li> </ul>

<p><b>Grade 4</b></p>
<p><b>Conventions of Standard English</b></p>
<p><b>L.4.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.1.A. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>L.4.1.B. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>L.4.1.C. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>L.4.1.D. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red</i></p>

*small bag*).

L.4.1.E. Form and use prepositional phrases.

L.4.1.F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*

L.4.1.G. Correctly use frequently confused words (e.g., *to, too, two; there, their*).\*

- Targeted Treasure Hunts: Two-Minute Edit, team discussion, class discussion, Word Power, Book Club, Adventures in Writing
- Parts of speech: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including relative pronouns and relative adverbs. This may be a skill focus in Adventures in Writing.
- Verb tenses: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including verb tenses. This may be a skill focus in Adventures in Writing, for example: *American Journeys: Notes from the Southeast; American Journeys: Notes from the West; Your Planet Needs You!; Dear Mr. Henshaw; Uncovering the World of Dinosaurs*
- Modal auxiliaries: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including using modal auxiliaries. This may be a skill focus in Adventures in Writing.
- Adjective order: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, correctly ordering adjectives. This may be a skill focus in Adventures in Writing.
- Prepositional phrases: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including prepositional phrases. This may be a skill focus in Adventures in Writing.
- Complete sentences: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including producing complete sentences. This may be a skill focus in Adventures in Writing.
- Frequently confused words: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including using homophones. This may be a skill focus in Adventures in Writing.

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

L.4.2.A. Use correct capitalization.

L.4.2.B. Use commas and quotation marks to mark direct speech and quotations from a text.

L.4.2.C. Use a comma before a coordinating conjunction in a compound sentence.

L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed.

- Targeted Treasure Hunts: Two-Minute Edit, Adventures in Writing
- Capitalization: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including capitalizing words. This may be a skill focus in Adventures in Writing.
- Commas: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including using commas and quotation marks to mark direct speech and quotes from the text. This may be a skill focus in Adventures in Writing, for example: *American Journeys: Notes from the West; Beezus and Ramona; Life 2.0: Living in a Digital World; Uncovering the World of Dinosaurs*
- Commas: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including using commas in front of coordinating conjunctions. This may be a skill focus in Adventures in Writing, for example: *Tales of a Fourth Grade Nothing; The Amazon; American Journeys: Notes from the Southeast; American Journeys: Notes from the West; Charlotte's Web; Daily Life in a Covered Wagon; Native American Heroes; Will We Miss Them? Endangered Species; Your Planet Needs You!; Beezus and Ramona; Dear Mr. Henshaw; Life 2.0: Living in a Digital World; Uncovering the World of Dinosaurs*
- Spelling: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including spelling correctly consulting references as needed. This is a focus of The Savvy Reader Clarifying and may be a skill focus in Adventures in Writing, for example: *American Journeys: Notes from the Southeast; American Journeys: Notes from the West; Your Planet Needs You!; Dear Mr. Henshaw; Uncovering the World of Dinosaurs*

## Knowledge of Language

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

L.4.3.A. Choose words and phrases to convey ideas precisely.\*

L.4.3.B. Choose punctuation for effect.\*

L.4.3.C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

- Words and phrases for effect: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including choosing words and phrases to convey ideas precisely. This may be a skill focus in Adventures in Writing and is a focus of The Savvy Reader Clarifying.
- Punctuation: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including using punctuation for effect. This may be a skill focus in Adventures in Writing, for example: *Tales of a Fourth Grade Nothing*; *The Amazon*; *American Journeys: Notes from the Southeast*; *American Journeys: Notes from the West*; *Charlotte's Web*; *Daily Life in a Covered Wagon*; *Native American Heroes*; *Will We Miss Them? Endangered Species*; *Your Planet Needs You!*; *Beezus and Ramona*; *Dear Mr. Henshaw*; *Life 2.0: Living in a Digital World*; *Uncovering the World of Dinosaurs*
- Formal and informal language: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including choosing formal or informal language based on context. This may be a skill focus in Adventures in Writing, for example: *The Amazon*; *American Journeys: Notes from the West*; *Charlotte's Web*; *Daily Life in a Covered Wagon*; *Native American Heroes*; *Dear Mr. Henshaw*; *Uncovering the World of Dinosaurs*
- Targeted Treasure Hunts: team discussion, class discussion

## Vocabulary Acquisition and Use

**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.

L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

L.4.4.B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).

L.4.4.C. 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 strategy and Word Power lessons found in every Targeted Treasure Hunt provide students with a variety of strategies to clarifying the meaning of words.

- The Savvy Reader Clarifying
- Latin/Greek roots: *Crazy Camouflage and Other Awesome Animal Adaptations*; *American Journeys: Notes from the Southeast*; *Dancing Home*
- Dictionary skills: *The Amazon*; *Finding Fort Laramie*; *Native American Heroes*; *Will We Miss Them? Endangered Species*

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

L.4.5.A. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.

L.4.5.B. Recognize and explain the meaning of common idioms, adages, and proverbs.

L.4.5.C. 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*
- Synonyms: *American Journeys: Notes from the West*; *Charlotte's Web*; *Daily Life in a Covered Wagon*; *The Wump World*; *Stumpy the Stubborn Squirrel*; *E-mail*
- Antonyms: *The Lions and the Antelope*; *Uncovering the World of Dinosaurs*
- Connotations/denotations: *Travel Brochure*; *Charlotte's Web*; *The Midnight Horse*; *Beezus and Ramona*; *To the Top! Climbing the World's Highest Mountain*

**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, Adventures in Writing

## Grade 5

### Conventions of Standard English

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

L.5.1.A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

L.5.1.B. Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses.

L.5.1.C. Use verb tense to convey various times, sequences, states, and conditions.

L.5.1.D. Recognize and correct inappropriate shifts in verb tense.\*

L.5.1.E. Use correlative conjunctions (e.g., *either/or*, *neither/nor*).

- Targeted Treasure Hunts: Two-Minute Edit, team discussion, class discussion, Word Power, Book Club, Adventures in Writing
- Parts of speech: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including using conjunctions, prepositions, and interjections. This may be a skill focus in Adventures in Writing, for example: *Shaking the Earth: Earthquakes and Volcanoes*
- Verb tenses: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including verb tenses. This may be a skill focus in Adventures in Writing, for example: *The American Revolution*; *Human Anatomy for Kids*; *To Space & Back*; *Save the Animals*
- Verb tense: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including using verb tense to convey times, sequences, states, and conditions. This may be a skill focus in Adventures in Writing, for example: *The American Revolution*; *Human Anatomy for Kids*; *To Space & Back*; *Save the Animals*
- Verb tense: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including inappropriate shifts in verb tense. This may be a skill focus in Adventures in Writing, for example: *The American Revolution*; *Human Anatomy for Kids*; *To Space & Back*; *Save the Animals*
- Correlative conjunctions: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including correlative conjunctions. This may be a skill focus in Adventures in Writing, for example: *Pollution and Waste*; *Shaking the Earth: Earthquakes and Volcanoes*

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

L.5.2.A. Use punctuation to separate items in a series.\*

L.5.2.B. Use a comma to separate an introductory element from the rest of the sentence.

L.5.2.C. 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?*).

L.5.2.D. Use underlining, quotation marks, or italics to indicate titles of works.

L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed.

- Targeted Treasure Hunts: Two-Minute Edit, Adventures in Writing
- Punctuation in series: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including using punctuation to separate items in a series. This skill may be addressed in sections of Adventures in Writing, for example: *Darnell Rock Reporting*; *You Are There! San Francisco 1906*; *The American Revolution*; *The Civil War*; *William Shakespeare & the Globe*; *Dear Benjamin Banneker*; *Tuck Everlasting*; *To Space & Back*; *Disasters at Sea*; *You Wouldn't Want to Be a Pirate's Prisoner*; *You Wouldn't Want to Be in a Medieval Dungeon*; *Charlie and the Chocolate Factory*; *Boy: Tales of Childhood*; *Save the Animals*; *Bridge to Terabithia*; *Belle Prater's Boy*

- **Commas:** In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including using commas to separate introductions in sentences. This may be a skill focus in Adventures in Writing, for example: *Darnell Rock Reporting*; *You Are There! San Francisco 1906*; *The American Revolution*; *The Civil War*; *William Shakespeare & the Globe*; *Dear Benjamin Banneker*; *Tuck Everlasting*; *To Space & Back*; *Disasters at Sea*; *You Wouldn't Want to Be a Pirate's Prisoner*; *You Wouldn't Want to Be in a Medieval Dungeon*; *Charlie and the Chocolate Factory*; *Boy: Tales of Childhood*; *Save the Animals*; *Bridge to Terabithia*; *Belle Prater's Boy*
- **Commas:** In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including using commas to set off the words *yes* and *no*, tag questions, and indicate direct address. This may be a skill focus in Adventures in Writing, for example: *Darnell Rock Reporting*; *You Are There! San Francisco 1906*; *The American Revolution*; *The Civil War*; *William Shakespeare & the Globe*; *Dear Benjamin Banneker*; *Tuck Everlasting*; *To Space & Back*; *Disasters at Sea*; *You Wouldn't Want to Be a Pirate's Prisoner*; *You Wouldn't Want to Be in a Medieval Dungeon*; *Charlie and the Chocolate Factory*; *Boy: Tales of Childhood*; *Save the Animals*; *Bridge to Terabithia*; *Belle Prater's Boy*
- **Titles of works:** In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including using underlines, italics, or quotations marks in titles. This may be a skill focus in Adventures in Writing.
- **Spelling:** In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including spelling correctly consulting references as needed. This is a focus of The Savvy Reader Clarifying and may be a skill focus in Adventures in Writing, for example: *The American Revolution*; *The Civil War*; *To Space & Back*; *You Wouldn't Want to Be a Pirate's Prisoner*; *Charlie and the Chocolate Factory*; *Misty of Chincoteague*; *Save the Animals*

### Knowledge of Language

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

L.5.3.A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

L.5.3.B. Compare and contrast the varieties of English (e.g., *dialects*, *registers*) used in stories, dramas, or poems.

- During Adventures in Writing, students engage in the editing process where the class develops an editing checklist of things that students should look for as they review their partners' writing. Expanding, combining, and reducing sentences for meaning, interest and style may be included in that. This may also be a skill focus in Adventures in Writing.
- **Dialects:** Various Targeted Treasure Hunts may give students opportunities to experience different dialects or varieties of regional English. For example: *Darnell Rock Reporting*; *Brown Honey in Broomwheat Tea*; *Tuck Everlasting*; *Charlie and the Chocolate Factory*; *Dirty Beasts*; *Boy: Tales of Childhood*; *Misty of Chincoteague*; *Bridge to Terabithia*; *Belle Prater's Boy*
- The Savvy Reader Clarifying

### Vocabulary Acquisition and Use

**L.5.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.

L.5.4.A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

L.5.4.B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).

L.5.4.C. 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 strategy and Word Power lessons found in every Targeted Treasure Hunt provide students with a variety of strategies to clarifying the meaning of words.

- The Savvy Reader Clarifying
- **Cause and effect:** *Darnell Rock Reporting*; *Boy: Tales of Childhood*; *Pollution and Waste*; *Memorandum*; *Misty of Chincoteague*; *Bridge to Terabithia*
- **Compare and contrast:** *Darnell Rock Reporting*; *Dear Benjamin Banneker*; *You Wouldn't Want to Be in a Medieval Dungeon*; *To Fly or Not to Fly*; *Belle Prater's Boy*
- **Latin/Greek roots:** *How Did Children Play in Colonial Times?*; *Searching the Internet*; *Belle Prater's Boy*

<ul style="list-style-type: none"> <li>• Dictionary skills: <i>Tuck Everlasting</i>; <i>Human Anatomy for Kids</i>; <i>Belle Prater's Boy</i></li> </ul>
<p><b>L.5.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.5.5.A. Interpret figurative language, including similes and metaphors, in context.</p> <p>L.5.5.B. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>L.5.5.C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>
<ul style="list-style-type: none"> <li>• The Savvy Reader Clarifying</li> <li>• Figurative language: <i>Brown Honey in Broomwheat Tea</i></li> <li>• Synonyms: <i>Brown Honey in Broomwheat Tea</i>; <i>The Civil War</i>; <i>Memorandum</i>; <i>Misty of Chincoteague</i>; <i>To Fly or Not to Fly</i>; <i>Animal Defenses</i></li> <li>• Antonyms: <i>You Are There! San Francisco 1906</i>; <i>The Great Fire</i>; <i>Dirty Beasts</i>; <i>Bears Bear Watching</i>; <i>Hey World, Here I Am!</i></li> <li>• Homographs: <i>The Wrong Choice</i>; <i>Tuck Everlasting</i>; <i>Misty of Chincoteague</i>; <i>Save the Animals</i></li> <li>• Connotations/denotations: <i>William Shakespeare &amp; the Globe</i>; <i>Tuck Everlasting</i>; <i>Charlie and the Chocolate Factory</i>; <i>Belle Prater's Boy</i></li> </ul>
<p><b>L.5.6.</b> 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., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p>
<ul style="list-style-type: none"> <li>• The Savvy Reader Clarifying</li> <li>• Vocabulary, Word Power, Vocabulary Vault, Adventures in Writing</li> </ul>

<b>Grade 6</b>
<b>Conventions of Standard English</b>
<p><b>L.6.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.6.1.A. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>L.6.1.B. Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</p> <p>L.6.1.C. Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>L.6.1.D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>L.6.1.E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</p>
<ul style="list-style-type: none"> <li>• Targeted Treasure Hunts: Two-Minute Edit, team discussion, class discussion, Word Power, Book Club, Adventures in Writing</li> <li>• Parts of speech: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including using pronouns in the proper case. This may be a skill focus in Adventures in Writing.</li> <li>• Pronouns: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including using intensive pronouns. This may be a skill focus in Adventures in Writing.</li> <li>• Pronouns: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including recognizing inappropriate shifts in pronoun number and person. This may be a skill focus in Adventures in Writing.</li> <li>• Pronouns: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including recognizing vague pronouns. This may be a skill focus in Adventures in Writing.</li> <li>• Standard English: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including recognizing and understanding variations in standard English and using strategies to improve expression. This may be a skill focus in Adventures in Writing, for example: <i>Fire in Their Eyes: Wildfires and the People Who Fight Them</i>; <i>Garbage and Recycling</i>; <i>Food and Feasts in the Middle Ages</i>;</li> </ul>

<i>Julie of the Wolves; The Lion, the Witch and the Wardrobe</i>
<p><b>L.6.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.6.2.A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>L.6.2.B. Spell correctly.</p>
<ul style="list-style-type: none"> <li>• Targeted Treasure Hunts: Two-Minute Edit, Adventures in Writing</li> <li>a. Punctuation: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including using punctuation to set off nonrestrictive/parenthetical elements. This skill may be addressed in sections of Adventures in Writing, for example: <i>Number the Stars; Looking Back: A Book of Memories; From the Mixed-Up Files of Mrs. Basil E. Frankweiler; Garbage and Recycling; Food and Feasts in the Middle Ages; Dave at Night; Julie of the Wolves; Children of the Dust Bowl; The Bermuda Triangle; The Lion, the Witch and the Wardrobe</i></li> <li>• Spelling: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including spelling correctly consulting references as needed. This is a focus of The Savvy Reader Clarifying and may be a skill focus in Adventures in Writing, for example: <i>Looking Back: A Book of Memories; Garbage and Recycling; Food and Feasts in the Middle Ages</i></li> </ul>
<b>Knowledge of Language</b>
<p><b>L.6.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.6.3.A. Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p>L.6.3.B. Maintain consistency in style and tone.*</p>
<ul style="list-style-type: none"> <li>• During Adventures in Writing, students engage in the editing process where the class develops an editing checklist of things that students should look for as they review their partners' writing. Varying sentence patterns for meaning, interest and style may be included in that. This may also be a skill focus in Adventures in Writing.</li> <li>• Style and tone: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including maintaining consistency in style and tone. This may be a skill focus in Adventures in Writing, for example: <i>Fire in Their Eyes: Wildfires and the People Who Fight Them; Garbage and Recycling; Food and Feasts in the Middle Ages; Julie of the Wolves; The Lion, the Witch and the Wardrobe</i></li> </ul>
<b>Vocabulary Acquisition and Use</b>
<p><b>L.6.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.6.4.A. 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.</p> <p>L.6.4.B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p>L.6.4.C. 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.</p> <p>L.6.4.D. 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).</p>
<p>The Savvy Reader Clarifying strategy and Word Power lessons found in every Targeted Treasure Hunt provide students with a variety of strategies to clarifying the meaning of words.</p> <ul style="list-style-type: none"> <li>• The Savvy Reader Clarifying</li> <li>• Latin/Greek roots: <i>Number the Stars; Lightning Safety; Fire in Their Eyes: Wildfires and the People Who Fight Them; Dave at Night; Sleepnight Sleeping Bag User's Manual</i></li> <li>• Dictionary skills: <i>Fundraising Friends; Children of the Dust Bowl; Muscles: Our Muscular System; Exploring Your Nervous System; The Bermuda Triangle</i></li> </ul>
<p><b>L.6.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.6.5.A. Interpret figures of speech (e.g., personification) in context.</p> <p>L.6.5.B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>L.6.5.C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g.,</p>

*stingy, scrimping, economical, unwasteful, thrifty).*

- The Savvy Reader Clarifying
- Figurative language: *Dave at Night*
- Literary techniques: *Knock at a Star: A Child's Introduction to Poetry; The Lion, the Witch and the Wardrobe*
- Cause and effect: *Number the Stars; From the Mixed-Up Files of Mrs. Basil E. Frankweiler; Fire in Their Eyes; Wildfires and the People Who Fight Them; Food and Feasts in the Middle Ages; Children of the Dust Bowl*
- Synonyms: *Looking Back: A Book of Memories; Julie of the Wolves; Knock at a Star: A Child's Introduction to Poetry; Don't Know Much About the Solar System; The Lion, the Witch and the Wardrobe*
- Antonyms: *Looking Back: A Book of Memories; From the Mixed-Up Files of Mrs. Basil E. Frankweiler; Knock at a Star: A Child's Introduction to Poetry; Children of the Dust Bowl; The Lion, the Witch and the Wardrobe*
- Homographs: *Garbage and Recycling; Dave at Night*
- Connotations/denotations: *From the Mixed-Up Files of Mrs. Basil E. Frankweiler; The Storyteller; Dave at Night; Julie of the Wolves; The Out-of-Towners; The Lion, the Witch and the Wardrobe*

**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, Vocabulary Vault, Adventures in Writing

## Middle Reading Level

### Conventions of Standard English

**L.7.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.7.1.A. Explain the function of phrases and clauses in general and their function in specific sentences.

L.7.1.B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

L.7.1.C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\*

**L.8.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.8.1.A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

L.8.1.B. Form and use verbs in the active and passive voice.

L.8.1.C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

L.8.1.D. Recognize and correct inappropriate shifts in verb voice and mood.\*

- Targeted Treasure Hunts: Two-Minute Edit, team discussion, class discussion, Word Power, Book Club, Adventures in Writing
- Phrases and clauses: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including the function of phrases and clauses. This may be a skill focus in Adventures in Writing.
- Sentences: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including choosing among simple, compound, complex, and compound-complex sentences. This may be a skill focus in Adventures in Writing.
- Dangling modifiers: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including placing phrases and clauses within a sentence and recognizing misplaced and dangling modifiers. This may be a skill focus in Adventures in Writing.
- Verbals: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including explaining the function of verbals in sentences. This may be a skill focus in Adventures in Writing.
- Verbs: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the

conventions of language, including forming verbs in the active and passive voice. This may be a skill focus in Adventures in Writing; for example: *Black Potatoes: The Story of the Great Irish Famine, 1845–1850*; *City of Orphans*

- Verbs: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including forming verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. This may be a skill focus in Adventures in Writing, for example: *Black Potatoes: The Story of the Great Irish Famine, 1845–1850*; *City of Orphans*

**L.7.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.7.2.A. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).

L.7.2.B. Spell correctly.

**L.8.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.8.2.A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

L.8.2.B. Use an ellipsis to indicate an omission.

L.8.2.C. Spell correctly.

- Targeted Treasure Hunts: Two-Minute Edit, Adventures in Writing
- Commas: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including using commas to separate coordinate adjectives. This skill may be addressed in sections of Adventures in Writing, for example: *Catherine, Called Birdy*; *Children of the Wild West*; *Growing Up in Coal Country*; *Letters from a Slave Girl*; *Arts and Literature in the Middle Ages*; *Black Potatoes: The Story of the Great Irish Famine, 1845–1850*; *Farewell to Manzanar*; *The True Confessions of Charlotte Doyle*; *City of Orphans*; *Shutting Out the Sky*; *Orphan Train Rider*; *The Cay*; *The Riddle of the Rosetta Stone: Key to Ancient Egypt*; *A Wrinkle in Time*; *Phineas Gage: A Gruesome but True Story about Brain Science*
- Spelling: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including spelling correctly consulting references as needed. This is a focus of The Savvy Reader Clarifying and may be a skill focus in Adventures in Writing, for example: *Catherine, Called Birdy*; *Children of the Wild West*; *Growing Up in Coal Country*; *Letters from a Slave Girl*; *Arts and Literature in the Middle Ages*; *Black Potatoes: The Story of the Great Irish Famine, 1845–1850*; *Farewell to Manzanar*; *The True Confessions of Charlotte Doyle*; *City of Orphans*; *The Cay*; *The Riddle of the Rosetta Stone: Key to Ancient Egypt*; *Phineas Gage: A Gruesome but True Story about Brain Science*
- Punctuation: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including using punctuation to indicate a pause or break. This skill may be addressed in sections of Adventures in Writing, for example: *Catherine, Called Birdy*; *Children of the Wild West*; *Growing Up in Coal Country*; *Letters from a Slave Girl*; *Arts and Literature in the Middle Ages*; *Black Potatoes: The Story of the Great Irish Famine, 1845–1850*; *Farewell to Manzanar*; *The True Confessions of Charlotte Doyle*; *City of Orphans*; *Shutting Out the Sky*; *Orphan Train Rider*; *The Cay*; *The Riddle of the Rosetta Stone: Key to Ancient Egypt*; *A Wrinkle in Time*; *Phineas Gage: A Gruesome but True Story about Brain Science*
- Ellipses: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including using ellipses to indicate an omission. This skill may be addressed in sections of Adventures in Writing, for example: *Catherine, Called Birdy*; *Children of the Wild West*; *Growing Up in Coal Country*; *Letters from a Slave Girl*; *Arts and Literature in the Middle Ages*; *Black Potatoes: The Story of the Great Irish Famine, 1845–1850*; *Farewell to Manzanar*; *The True Confessions of Charlotte Doyle*; *City of Orphans*; *Shutting Out the Sky*; *Orphan Train Rider*; *The Cay*; *The Riddle of the Rosetta Stone: Key to Ancient Egypt*; *A Wrinkle in Time*; *Phineas Gage: A Gruesome but True Story about Brain Science*

## Knowledge of Language

**L.7.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.7.3.A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*

**L.8.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.8.3.A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

- During Adventures in Writing, students engage in the editing process where the class develops an editing checklist of things that students should look for as they review their partners' writing. Varying sentence patterns for meaning, interest and style may be included in that. This may also be a skill focus in Adventures in Writing.
- Verbs: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including using verbs in the active and passive voice and in the conditional and subjunctive mood. This skill may be addressed in sections of Adventures in Writing, for example: *Black Potatoes: The Story of the Great Irish Famine, 1845–1850*; *City of Orphans*

## Vocabulary Acquisition and Use

**L.7.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

L.7.4.A. 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.

L.7.4.B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).

L.7.4.C. Consult general and specialized 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.

L.7.4.D. 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).

**L.8.4.** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

L.8.4.A. 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.

L.8.4.B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).

L.8.4.C. Consult general and specialized 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.

L.8.4.D. 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 strategy and Word Power lessons found in every Targeted Treasure Hunt provide students with a variety of strategies to clarifying the meaning of words.

- The Savvy Reader Clarifying
- Latin/Greek roots: *Children of the Wild West*; *Letters from a Slave Girl*; *Farewell to Manzanar*; *A College Conversation*; *A Wrinkle in Time*; *Gabby's Lesson*
- Dictionary skills: *Catherine, Called Birdy*; *Black Potatoes: The Story of the Great Irish Famine, 1845–1850*; *Food Labels*; *Captain Jones and the Jungle*; *A Wrinkle in Time*

**L.7.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.7.5.A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

L.7.5.B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

L.7.5.C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).

**L.8.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.8.5.A. Interpret figures of speech (e.g. verbal irony, puns) in context.

L.8.5.B. Use the relationship between particular words to better understand each of the words.

L.8.5.C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).

- The Savvy Reader Clarifying
- Figurative language: *Farewell to Manzanar*
- Literary techniques: *The Place My Words are Looking For; Letters from a Slave Girl*
- Synonyms: *Catherine, Called Birdy; Holes; Children of the Wild West; Middle Ages Recipe; Black Potatoes: The Story of the Great Irish Famine, 1845–1850; Farewell to Manzanar; The True Confessions of Charlotte Doyle; City of Orphans; Orphan Train Rider; The Place My Words Are Looking For; The Riddle of the Rosetta Stone; Key to Ancient Egypt; A Wrinkle in Time; Phineas Gage: A Gruesome but True Story about Brain Science*
- Antonyms: *The Place My Words Are Looking For; City of Orphans; Reading a Schedule; The Cay; A Wrinkle in Time; Phineas Gage: A Gruesome but True Story about Brain Science; Search Engines*
- Homographs: *Growing Up in Coal Country*
- Connotations/denotations: *Holes; City of Orphans; Shutting Out the Sky; The Cay*

**L.7.6.** 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.

**L.8.6.** 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, Vocabulary Vault, Adventures in Writing