

Success for All Foundation

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# **Alignment to the Wisconsin Standards for English Language Arts Grades 2–8**

Reading Wings

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## Introduction

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

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

The standards for speaking and listening provide five anchor standards based on comprehension and collaboration (1–3) and presentation of knowledge and ideas (4 and 5).

The standards for language provide six anchor standards based on knowledge of language (1), vocabulary acquisition and use (2–4), and conventions of standardized English (5 and 6).

This document is organized as follows:

**Section I:** Provides specific lesson titles that address the foundational skills for reading by grade level for grades 2–5

**Section II:** 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 III:** Provides lesson titles that address the standards for reading literature and informational texts by grade level

**Section IV:** 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 V:** Provides lesson titles that address the writing standards by grade level

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

**Section VIII:** 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 IX:** Provides lesson titles that address the language standards by grade level



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

## Alignment to the Wisconsin Standards for English Language Arts

Anchor Standards and English Language Arts Standards for  
Reading Foundational Skills, Reading, Writing, Speaking and  
Listening, and Language

## Section I: Reading Foundational Skills

### Grade 2

#### Phonological Awareness

**RF.2.2.** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Add, delete, and substitute individual sounds (phonemes) in simple one-syllable words to make new words, including initial, final, medial, consonant blends, short vowel sounds, and long vowel sounds.

Reading Wings does not explicitly cover addition, deletion, or substitution of individual sounds (phonemes) in simple one-syllable words. Students practice similar skills in the following Word Power lessons:

- Word families: *The Bug in Teacher's Coffee and Other School Poems; Abuela; Tops and Bottoms; Voting in Elections*

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.

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.

#### Phonics and Word Recognition

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

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode and encode regularly spelled one, two, and some three syllable CVC pattern words (e.g., 1 syllable: mat, 2 syllable: picnic, 3 syllable: fantastic, etc.).
- d. Decode words with common prefixes and suffixes.
- e. Decode regularly spelled two-syllable words with long vowels. Encode some of these words.
  - o Know when to drop the final e when adding an -ing, -ed endings. (Silent-e vowel pattern base word).
  - o Know when to double the final consonant when adding a suffix. -ing, -ed.
- f. Recognize and read grade-appropriate irregularly spelled words.

Related to language standards: See L.2.6 for additional spelling/encoding/word analysis guidance.

- 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 Waggies; 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.

- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- 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.

- Identify and know the meaning of the most common prefixes and derivational suffixes.
- Decode words with common Latin suffixes.
- Decode multisyllable words that include all learned syllable patterns (see previous grade level standards for specific targets).
- Read grade-appropriate irregularly spelled words.
- Apply common encoding rules:
- Know when to drop the final e when adding endings. (Silent-e vowel pattern base word).
- Know when to double the final consonant when adding a suffix.

Related to language standards: See L.3.6 for additional spelling/encoding/word analysis guidance.

- 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.

<b>Fluency</b>
<p><b>RF.3.4.</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> <li>Read grade-level text with purpose and understanding.</li> <li>Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary</li> </ol>
<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul>

<b>Grade 4</b>
<b>Phonics and Word Recognition</b>
<p><b>RF.4.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p>Related to language standards: See L.4.6 for additional spelling/encoding/word analysis guidance.</p>
<ul style="list-style-type: none"> <li>Base word and suffix: <i>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</i></li> <li>Prefix and base word: <i>The Trail of Tears</i></li> <li>Compound words: <i>Uncle Jed's Barbershop; It's Raining Pigs &amp; Noodles; Life 2.0: Living in a Digital World</i></li> <li>Chunking: <i>Charlotte's Web; County Fair Sign; Beezus and Ramona</i></li> <li>Latin/Greek roots: <i>Crazy Camouflage and Other Awesome Animal Adaptations; American Journeys: Notes from the Southeast; Dancing Home</i></li> <li>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: <ul style="list-style-type: none"> <li>Contractions: <i>Tales of a Fourth Grade Nothing; Beezus and Ramona</i></li> </ul> </li> <li>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.</li> <li>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.</li> </ul>
<b>Fluency</b>
<p><b>RF.4.4.</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> <li>Read grade-level text with purpose and understanding.</li> <li>Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol>
<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>

- 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.

- 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.

Related to language standards: See L.5.6 for additional spelling/encoding/word analysis guidance.

- 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.

- a. Read grade-level text with purpose and understanding.
  - b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
  - 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 II: Anchor Standards for Reading

Key Ideas and Details
<p><b>Anchor Standard R1:</b> Read closely to determine what the text says explicitly/implicitly 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 R2:</b> Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.</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 R3:</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 of 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</li></ul>

<p>what they read, students learn to predict what will come next and to assess whether their expectations are correct. They also learn to deepen their understanding of the characters, plots, and topics by questioning information to ensure understanding and gain deeper knowledge.</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 R4:</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 R5:</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 R6:</b> Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.</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</li> </ul>

how an author develops each character and how different characters have different opinions and will react differently to the scenarios they encounter. Understanding character point of view helps students to better comprehend the text as a whole and allows them to anticipate a character's reactions.

- In 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.

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

### Integration of Knowledge and Ideas

**Anchor Standard R7:** Integrate and evaluate content presented in diverse media and formats.

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

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

**Related targeted skills:** text features

**Anchor Standard R8:** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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

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

**Anchor Standard R9:** Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

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

- Literature to literature: for example, compare plots or outcomes across two stories.
- Informational text to informational text: for example, comparing the texts' structures or two texts by the same author.
- Literature to informational text: for example, how does understanding an informational topic help the reader understand the plot of a story?
- 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?

## Section III: Reading

Grade 2	
<b>Key Ideas and Details</b>	
<b>R.2.1.</b> Develop and answer questions to demonstrate an understanding of key ideas and details in a text. (RI&RL)	
<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; Staying Alive; Plant a tree, and watch it grow!; How and why do animals adapt?</i></li> <li>• Story structure: <i>Jessica</i></li> </ul>	
<b>R.2.2.</b> Summarize portions of a text in order to identify a main topic or central idea and key details in a text. (RI&RL)	
<ul style="list-style-type: none"> <li>• The Savvy Reader Summarizing</li> <li>• Main ideas and supporting details: <i>Squeaking Bats; In the Time of the Dinosaurs; Voting in Elections</i></li> <li>• Plot: <i>The Wednesday Surprise</i></li> <li>• Theme: <i>Why the Sea is Salty</i></li> </ul>	
<b>R.2.3.</b> Describe how characters respond to major events and challenges. (RL)	
Describe the connections between ideas, concepts, or a series of events. (RI)	
<ul style="list-style-type: none"> <li>• Cause and effect: <i>Washes for Waggers; Mole Bakes Bread; Julian, Dream Doctor; A City Grows; The Amazing Brain Race; Using Energy Wisely; A Weed Is a Flower: The Life of George Washington Carver</i></li> <li>• Characterization: <i>Julius; Miss Priss</i></li> <li>• Compare and contrast: <i>Throw Your Tooth on the Roof; Investigating Your Backyard; So You Want to Be President?</i></li> <li>• Fact and opinion: <i>Wonderfully Weird Animals</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> <li>• Sequencing: <i>From Seed to Plant; Drink-Carton Space Shuttle</i></li> <li>• Text structures: <i>Springtime Birds’ Nests</i></li> </ul>	
<b>Craft and Structure</b>	
<b>R.2.4.</b> Explain how specific words and phrases express feelings, appeals to the senses, or determine the meaning of content-specific words within a text. (RI&RL)	
<ul style="list-style-type: none"> <li>• Figurative language: <i>Julian Dream Doctor; The Llama Who Had No Pajama</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> </ul>	
<b>R.2.5.</b> Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text. (RI&RL)	
<ul style="list-style-type: none"> <li>• Main ideas and supporting details: <i>Squeaking Bats; In the Time of the Dinosaurs; Voting in Elections</i></li> <li>• Setting: <i>Gila Monsters Meet You at the Airport; Abuela</i></li> <li>• Story structure: <i>Jessica</i></li> <li>• Text structures: <i>Springtime Birds’ Nests</i></li> </ul>	

**R.2.6.** Identify examples of how illustrations, text features, and details support the point of view or purpose of the text. (RI&RL)

- Characterization: *Julius; Miss Priss*
- Plot: *The Wednesday Surprise*
- Setting: *Gila Monsters Meet You at the Airport; Abuela*
- Text features: *Spaceships and Rockets; Bugs! Bugs! Bugs!*
- 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.
- Background video included in: *The Boy Who Didn’t Believe in Spring; Mole Bakes Bread; Nate the Great; Arthur’s New Puppy; Jamaica’s Find; Ruby the Copycat; Gila Monsters Meet You at the Airport; Jessica; Julius; Mr. Putter & Tabby Walk the Dog; Who Has Time?; Abuela; Truman’s Aunt Farm; Julian, Dream Doctor; The Wednesday Surprise*

### Integration of Knowledge and Ideas

**R.2.7.** Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RI&RL)

- Plot: *The Wednesday Surprise*
- Setting: *Gila Monsters Meet You at the Airport; Abuela*
- Story structure: *Jessica*
- Text features: *Spaceships and Rockets; Bugs! Bugs! Bugs!*
- Background video included in: *The Boy Who Didn’t Believe in Spring; Mole Bakes Bread; Nate the Great; Arthur’s New Puppy; Jamaica’s Find; Ruby the Copycat; Gila Monsters Meet You at the Airport; Jessica; Julius; Mr. Putter & Tabby Walk the Dog; Who Has Time?; Abuela; Truman’s Aunt Farm; Julian, Dream Doctor; The Wednesday Surprise*
- Students can experience texts in different ways in Reading Wings. 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.

**R.2.8.** Explain how specific points the author or illustrator makes in a text are supported by relevant reasons and evidence. (RI)

- Fact and opinion: *Wonderfully Weird Animals*
- Main ideas and supporting details: *Squeaking Bats; In the Time of the Dinosaurs; Voting in Elections*

**R.2.9.** Compare and contrast key points or perspectives presented in two texts; recognize that texts reflect one’s own and others’ culture. (RI&RL)

- Linked lessons: *The Boy Who Didn’t Believe in Spring; Who Has Time?; In the Time of the Dinosaurs; Investigating Your Backyard*
- Authors Study: *Cynthia Rylant—Mr. Putter & Tabby Walk the Dog, Henry and Mudge: The First Book, Appalachia: The Voices of Sleeping Birds*
- 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.
- Linked to drama: *Arthur’s New Puppy and Washes for Waggers; Julius and Miss Priss; Nate the Great and The Mystery of the Stolen Hair Ribbons; and Truman’s Aunt Farm and The Scavenger Hunt*
- Linked to functional text: *Albert Einstein: Genius of the Twentieth Century and The Amazing Brain Race; Spaceships and Rockets and Drink-Carton Space Shuttle; and Plant a Tree, Watch it Grow!; and Mole Bakes Bread and Springtime Bird’s Nests*

## Grade 3

### Key Ideas and Details

**R.3.1.** Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI&RL)

- The Savvy Reader Clarifying
- The Savvy Reader Predicting
- The Savvy Reader Questioning
- Drawing conclusions: *Lon Po Po; Ancient Egypt: Gods and Pharaohs; The Very First Americans; Mary McLeod Bethune; Classified Advertisements*
- Story structure: *The Pocket Watch; The Paper Bag Princess*

**R.3.2.** Summarize portions of a text to determine a theme or central idea and explain how it is supported by key details. (RI&RL)

- The Savvy Reader Summarizing
- Plot: *Mufaro's Beautiful Daughters; Merlin's Pupil*
- Main ideas and supporting details: *Corn is Maize: The Gift of the Indians; American Journeys: Notes from the Midwest; A Walk in the Desert; Immigrants Who Built America*
- Theme: *The Story of Civil Rights*

**R.3.3.** Describe a character (traits, motivations, and/or feelings) drawing on specific details from the text. (RL)  
Describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)

- Cause and effect: *The Egyptian Cinderella; Pompeii...Buried Alive!; American Journeys: Notes from the Northeast; Alvin Ailey*
- Characterization: *Dinosaurs Before Dark; Chang's Paper Pony*
- Compare and contrast: *China: A Rich Past, A Great Future*
- Fact and opinion: *Settling the West; Visit Italy; Tut's Mummy Lost...and Found*
- Plot: *Mufaro's Beautiful Daughters; Merlin's Pupil*
- Problem and solution: *A New Coat for Anna; Too Many Tamales; Freckle Juice; The Story of Civil Rights*
- Sequencing: *Finding the Titanic*
- Text structures: *Pig and Wolf Masks; Ancient Rome: The Greatest Empire*
- Sequence: *My Grandma, Major League Slugger*
- 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.).

### Craft and Structure

**R.3.4.** Determine the meaning of words, phrases, figurative language, and academic and content-specific words within a text. (RI&RL)

- The Savvy Reader Clarifying
- Figurative language: *The Great Frog Race and Other Poems*
- Literary techniques: *Sarah, Plain and Tall*
- 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.

<p><b>R.3.5.</b> Identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. (RL) Identify and use text features to build comprehension. (RI)</p>
<ul style="list-style-type: none"> <li>• Plot: <i>Mufaro’s Beautiful Daughters; Merlin’s Pupil</i></li> <li>• Problem and solution: <i>A New Coat for Anna; Too Many Tamales; Freckle Juice</i></li> <li>• Setting: <i>Dinosaurs Before Dark; I Don’t Like Different; Merlin and the Dragons</i></li> <li>• Story structure: <i>The Pocket Watch; The Paper Bag Princess</i></li> <li>• Text features: <i>Know Your Food!; Where Does the Garbage Go?; Ancient Greece: Where Democracy Began</i></li> <li>• Text structures: <i>Pig and Wolf Masks; Ancient Rome: The Greatest Empire</i></li> <li>• Poetry: <i>Dreaming Big Dreams and Other Poems; The Great Frog Race and Other Poems</i></li> <li>• Drama: <i>The Pocket Watch; The Three Little Pigs; I Don’t Like Different; Merlin’s Pupil</i></li> </ul>
<p><b>R.3.6.</b> Discuss how the reader’s point of view or perspective may differ from that of the author, narrator or characters in a text. (RI&amp;RL)</p>
<ul style="list-style-type: none"> <li>• Point of view: <i>Sarah, Plain and Tall</i></li> <li>• Fact and opinion: <i>Settling the West; Visit Italy; 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>
<p><b>Integration of Knowledge and Ideas</b></p>
<p><b>R.3.7.</b> Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (RI&amp;RL)</p>
<ul style="list-style-type: none"> <li>• Characterization: <i>Chang’s Paper Pony</i></li> <li>• Fact and opinion: <i>Settling the West; Visit Italy; 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!; Where Does the Garbage Go?; Ancient Greece: Where Democracy Began</i></li> <li>• Background videos found in: <i>My Grandma, Major League Slugger; A New Coat for Anna; Freckle Juice; 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; Chang’s Paper Pony</i></li> <li>• Students can experience texts in different ways in Reading Wings. 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> </ul>
<p><b>R.3.8.</b> Explain how claims in a text are supported by relevant reasons and evidence. (RI)</p>
<ul style="list-style-type: none"> <li>• Cause and effect: <i>Pompeii...Buried Alive!; American Journeys: Notes from the Northeast; 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; Visit Italy; 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; Ancient Rome: The Greatest Empire</i></li> </ul>
<p><b>R.3.9.</b> Recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI&amp;RL)</p>
<ul style="list-style-type: none"> <li>• Linked lessons: <i>The Three Little Javalinas and The Three Little Pigs; Mufaro’s Beautiful Daughters and Lon Po Po; 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</i></li> <li>• Authors Study: <i>Tomie dePaola—Big Anthony: His Story; Tony’s Bread; 26 Fairmount Avenue</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 drama: <i>Too Many Tamales and The Pocket Watch; Merlin and the Dragons and Merlin’s Pupil</i></li> </ul>

- 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*

## Grade 4

### Key Ideas and Details

**R.4.1.** Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)

- 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*; *County Fair Sign*
- Story structure: *The Midnight Horse*

**R.4.2.** Summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details. (RI&RL)

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

**R.4.3.** Describe a character (traits, motivations, and/or feelings), setting, or event, drawing on specific details in the text. (RL)

Explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)

- Cause and effect: *Fantastic Mr. Fox*; *Terrible Tommy*; *The Wump World*; *Dear Mr. Henshaw*; *The Trail of Tears*
- 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*; *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*
- Plot: *Charlotte's Web*; *Beezus and Ramona*
- Problem and solution: *Song of the Trees*; *Stumpy the Stubborn Squirrel*
- Setting: *Charlotte's Web*
- Sequencing: *Daily Life in a Covered Wagon*
- Story structure: *The Midnight Horse*

### Craft and Structure

**R.4.4.** Determine the meaning of words, phrases, figurative language, academic, and content-specific words within a text. (RI&RL)

- 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*; *Travel Brochure*; *To the Top! Climbing the World's Highest Mountain*)
- 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.

<p><b>R.4.5.</b> Identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL)</p> <p>Identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)</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> <li>• Poetry: <i>A Writing Kind of Day; It's Raining Pigs &amp; Noodles</i></li> <li>• Drama: <i>Stumpy the Stubborn Squirrel, The Lions and the Antelope, Terrible Tommy; Finding Fort Laramie</i></li> <li>• Adventures in Writing: <i>Honey, I Love; Song of the Trees</i></li> </ul>
<p><b>R.4.6.</b> In literary text, compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL)</p> <p>In informational text, compare and contrast a primary and secondary source on the same event or topic. (RI)</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 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>R.4.7.</b> Explain how text features (e.g., charts, graphs, diagrams, timelines, animations, and illustrations) contribute to an understanding of the text. (RI&amp;RL)</p>
<ul style="list-style-type: none"> <li>• Text features: <i>American Journeys: Notes from the West; Uncovering the World of Dinosaurs</i></li> <li>• Background video included in: <i>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</i></li> <li>• Students can experience texts in different ways in Reading Wings. 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> </ul>
<p><b>R.4.8.</b> Explain how claims in a text are supported by relevant reasons and evidence. (RI)</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>R.4.9.</b> Recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI&amp;RL)</p>
<ul style="list-style-type: none"> <li>• Authors Study: Beverly Cleary—<i>Beezus and Ramona; Dear Mr. Henshaw; The Trail of Tears and 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 a 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>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</i></li> <li>• Linked to functional text: <i>Fantastic Mr. Fox and Fox's Fine Diner Menu; American Journeys: Notes from the Southeast and Travel Brochure; Charlotte's Web and County Fair Sign; Life 2.0: Living in a Digital World and E-mail</i></li> </ul>

## Grade 5

### Key Ideas and Details

**R.5.1.** Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)

- The Savvy Reader Clarifying
- The Savvy Reader Predicting
- The Savvy Reader Questioning
- Drawing conclusions: *Darnell Rock Reporting*; *Bridge to Terabithia*; *Belle Prater's Boy*; *Searching the Internet*; *Boy: Tales of Childhood*; *Animal Defenses*

**R.5.2.** Summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details. (RI&RL)

- The Savvy Reader Summarizing
- Characterization: *The Wrong Choice*; *Charlie and the Chocolate Factory*; *Misty of Chincoteague*; *Bridge to Terabithia*; *Belle Prater's Boy*
- Main ideas and supporting details: *You Are There! San Francisco 1906*; *William Shakespeare & the Globe*
- Theme: *Charlie and the Chocolate Factory*; *Hey World, Here I Am!*; *Tanya's Stylish Suits*

**R.5.3.** Compare and contrast two or more characters, settings, and events, drawing on specific details in the text. (RL)  
Explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text. (RI)

- Cause and effect: *Darnell Rock Reporting*; *Misty of Chincoteague*; *Bridge to Terabithia*; *Boy: Tales of Childhood*; *Pollution and Waste*; *Memorandum*
- Characterization: *The Wrong Choice*; *Charlie and the Chocolate Factory*; *Misty of Chincoteague*; *Bridge to Terabithia*; *Belle Prater's Boy*
- Compare and contrast: *Darnell Rock Reporting*; *To Fly or Not to Fly*; *Belle Prater's Boy*; *Dear Benjamin Banneker*; *You Wouldn't Want to Be in a Medieval Dungeon*
- Fact and opinion: *Disasters at Sea*; *Shaking the Earth: Earthquakes and Volcanoes*
- Plot: *Tuck Everlasting*; *Belle Prater's Boy*
- Problem and solution: *The Great Fire*; *Misty of Chincoteague*
- Setting: *Misty of Chincoteague*
- Sequencing: *How Did Children Play in Colonial Times?*; *Human Anatomy for Kids*
- Story structure: *Darnell Rock Reporting*; *Tuck Everlasting*

### Craft and Structure

**R.5.4.** Determine the meaning of words, phrases, figurative language, academic and content-specific words, and analyze their effect on meaning, tone, and mood within a text. (RI&RL)

- The Savvy Reader Clarifying
- Figurative language: *Brown Honey in Broomwheat Tea*
- Literary techniques: *Charlie and the Chocolate Factory*; *Dirty Beasts*; *Birches*
- 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.
- Word Power: Connotation-and-denotation lessons (*Tuck Everlasting*; *Charlie and the Chocolate Factory*; *Belle Prater's Boy*; *William Shakespeare & the Globe*)

<p><b>R.5.5.</b> Explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. (RL)</p> <p>Compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)</p>
<ul style="list-style-type: none"> <li>• Story structure: <i>Darnell Rock Reporting; Tuck Everlasting</i></li> <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; Human Anatomy for Kids</i> and <i>To Space and Back; 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?; Disasters at Sea</i> and <i>Searching the Internet; Pollution and Waste</i> and <i>Memorandum; Animal Defenses</i> and <i>Bears Bear Watching</i></li> <li>• Drama: <i>The Wrong Choice; The Great Fire; To Fly or Not to Fly; Tanya's Stylish Shoes</i></li> <li>• Poetry: <i>Birches; Brown Honey in Broomwheat Tea, Hey World, Here I Am!</i></li> </ul>
<p><b>R.5.6.</b> In literary text, explain how a narrator's or speaker's point of view influences how events are described. (RL)</p> <p>In informational text, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI)</p>
<ul style="list-style-type: none"> <li>• Fact and opinion: <i>Disasters at Sea; 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>
<p><b>Integration of Knowledge and Ideas</b></p>
<p><b>R.5.7.</b> Analyze how visual and multimedia elements contribute to the meaning of literary and informational texts. (RI&amp;RL)</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>To Space &amp; Back; You Wouldn't Want to Be a Pirate's Prisoner; Bears Bear Watching</i></li> <li>• Background video included in: <i>Misty of Chincoteague; Darnell Rock Reporting; Bridge to Terabithia; Hey World, Here I Am!; Belle Prater's Boy; The American Revolution; The Civil War; William Shakespeare &amp; The Globe; Disasters at Sea; You Wouldn't Want to be a Pirate's Prisoner!; You Wouldn't Want to be in a Medieval Dungeon!; Shaking the Earth: Earthquakes and Volcanoes</i></li> </ul>
<p><b>R.5.8.</b> Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims. (RI)</p>
<ul style="list-style-type: none"> <li>• Author's purpose: <i>Save the Animals</i></li> <li>• Fact and opinion: <i>Disasters at Sea; Shaking the Earth: Earthquakes and Volcanoes</i></li> <li>• Main ideas and supporting details: <i>You Are There! San Francisco 1906; William Shakespeare &amp; the Globe</i></li> </ul>
<p><b>R.5.9.</b> Make informed judgments about quality of text; make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&amp;RL)</p>
<ul style="list-style-type: none"> <li>• Authors Study: Roald Dahl—<i>Charlie and the Chocolate Factory; Dirty Beasts; Boy: Tales of Childhood</i></li> <li>• Linked lessons: <i>Human Anatomy for Kids</i> and <i>To Space and Back; You Wouldn't Want to Be a Pirate's Prisoner</i> and <i>You Wouldn't Want to Be in a Medieval Dungeon; Plague!</i> and <i>Quacks and Con Artists</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</li> </ul>

prior knowledge, when making connections to the listening-comprehension text, and through Team Talk Extenders.

- Linked to drama: *Darnell Rock Reporting* and *The Wrong Choice; You Are There! San Francisco 1906* and *The Great Fire; Misty of Chincoteague* and *To Fly or Not to Fly; Hey World, Here I Am!* and *Tanya's Stylish Suits*
- Linked to functional text: *The American Revolution* and *How Did Children Play in Colonial Times?*; *Disasters at Sea* and *Searching the Internet; Pollution and Waste* and *Memorandum; Animal Defenses* and *Bears Bear Watching*

## Grade 6

### Key Ideas and Details

**R.6.1.** Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)

- The Savvy Reader Clarifying
- The Savvy Reader Questioning
- The Savvy Reader Predicting
- Drawing conclusions: *From the Mixed-up Files of Mrs. Basil E. Frankweiler; Dave at Night; The Bermuda Triangle*

**R.6.2.** Summarize texts, from a variety of genres, to determine a theme or central idea and how it is developed by key supporting details over the course of a text. (RI &RL)

- The Savvy Reader Summarizing
- Theme: *Number the Stars; The Storyteller; Julie of the Wolves; The Bridge to Goodness*
- Main ideas and supporting details: *Weather; Sleepnight Sleeping Bag User's Manual; Muscles: Our Muscular System*

**R.6.3.** In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL)

In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI)

- 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*
- Characterization: *Number the Stars; Dave at Night; The Lion, the Witch and the Wardrobe; Julie of the Wolves*
- Fact and opinion: *Fire in Their Eyes: Wildfires and the People Who Fight Them; Sleepnight Sleeping Bag User's Manual*
- Main ideas and supporting details: *Weather; Sleepnight Sleeping Bag User's Manual; Muscles: Our Muscular System*
- Plot: *Dave at Night; The Lion, the Witch and the Wardrobe*
- Problem and solution: *Fundraising Friends; Children of the Dust Bowl*
- Sequencing: *From the Mixed-up Files of Mrs. Basil E. Frankweiler; Exploring Your Nervous System*
- Story structure: *Dave at Night*

### Craft and Structure

**R.6.4.** Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)

- The Savvy Reader Clarifying
- 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.
- Literary techniques: *Knock at a Star: A Child's Introduction to Poetry; The Lion, the Witch and the Wardrobe*

<ul style="list-style-type: none"> <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> <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>R.6.5.</b> In literary texts, analyze how a sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure and how it contributes to the development of theme, central idea, setting, or plot. (RL)</p> <p>In informational texts, analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme or central ideas. (RI)</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>• Plot: <i>Dave at Night; The Lion, the Witch and the Wardrobe</i></li> <li>• Sequencing: <i>Exploring Your Nervous System</i></li> <li>• Setting: <i>Julie of the Wolves</i></li> <li>• Story structure: <i>Dave at Night</i></li> <li>• Text structures: <i>Garbage and Recycling</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>
<p><b>R.6.6.</b> In literary texts, identify possible biases, the point of view, and explain how it is developed and conveys meaning in diverse texts. (RL)</p> <p>In informational texts, explain how an author's geographic location, identity, and/or culture affect perspective. Analyze how the author distinguishes his or her position from that of others. (RI)</p>
<ul style="list-style-type: none"> <li>• Author's purpose: Team Talk questions and comprehension questions on the text 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: <i>The Lion, the Witch and the Wardrobe</i></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>
<p><b>Integration of Knowledge and Ideas</b></p>
<p><b>R.6.7.</b> Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject. (RI&amp;RL)</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>• 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; Fire in Their Eyes: Wildfires and the</i></li> </ul>

<p><i>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></p>
<p><b>R.6.8.</b> Trace and evaluate the development of an argument and specific claims in texts, distinguishing claims that are supported by reasons and relevant evidence from claims that are not. (RI)</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>R.6.9.</b> Evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&amp;RL)</p>
<ul style="list-style-type: none"> <li>• Author Study: Lois Lowry—<i>Number the Stars; Looking Back: A Book of Memories</i></li> <li>• Memoir: <i>Looking Back: A Book of Memories</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 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></li> <li>• Linked to functional text: <i>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</i></li> </ul>

Middle Reading Level	
Key Ideas and Details	
<p><b>R.7.1.</b> Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&amp;RL)</p>	<p><b>R.8.1.</b> Cite textual evidence that strongly supports an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&amp;RL)</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>Catherine, Called Birdy; The True Confessions of Charlotte Doyle</i></li> </ul>	
<p><b>R.7.2.</b> Summarize texts, from a variety of genres, to determine a theme or central idea and analyze its development over the course of the text. (RI&amp;RL)</p>	<p><b>R.8.2.</b> Summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze their development over the course of the text. (RI&amp;RL)</p>
<ul style="list-style-type: none"> <li>• The Savvy Reader Summarizing</li> <li>• Main ideas and supporting details: <i>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</i></li> <li>• Theme: <i>Holes; A Wrinkle in Time; Gabby's Lesson</i></li> <li>• Plot: <i>City of Orphans</i></li> </ul>	

**R.7.3.** In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI)

**R.8.3.** In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI)

- Cause and effect: *Catherine, Called Birdy*; *The True Confessions of Charlotte Doyle*; *The Cay*; *Farewell to Manzanar*; *Phineas Gage: A Gruesome but True Story about Brain Science*
- Characterization: *Catherine, Called Birdy*; *Holes*; *The True Confessions of Charlotte Doyle*; *Captain Jones and the Jungle*; *The Cay*; *A Wrinkle in Time*
- Compare and contrast: *Black Potatoes: The Story of the Great Irish Famine, 1845–1850*; *Food Labels*
- Fact and opinion: *Children of the Wild West*; *Black Potatoes: The Story of the Great Irish Famine, 1845–1850*; *Search Engines*
- 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*
- Plot: *City of Orphans*
- Problem and solution: *Treasure Beach*
- Sequencing: *Middle Ages Recipe*

### Craft and Structure

**RL.7.4.** Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)

**RL.8.4.** Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)

- The Savvy Reader Clarifying
- Figurative language: *Farewell to Manzanar*
- Literary techniques: *The Place My Words Are Looking For*
- Word Power lessons: Connotation-and-denotation lessons (*Holes*; *City of Orphans*; *The Cay*, *Shutting Out the Sky*)

**RL.7.5.** In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL) In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)

**RL.8.5.** In literary and informational texts, compare and contrast the structures of two or more texts in order to analyze how the differing structure of each text contributes to overall meaning, style, theme, or central idea. (RI&RL)

- Cause and effect: *Farewell to Manzanar*; *Phineas Gage: A Gruesome but True Story about Brain Science*
- Compare and contrast: *Black Potatoes: The Story of the Great Irish Famine, 1845–1850*; *Food Labels*
- Fact and opinion: *Children of the Wild West*; *Black Potatoes: The Story of the Great Irish Famine, 1845–1850*; *Search Engines*
- 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*
- Plot: *City of Orphans*
- Sequencing: *Middle Ages Recipe*
- Setting: *Holes*; *City of Orphans*
- 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.
- Text structures: *Orphan Train Rider*
- Theme: *Holes*; *A Wrinkle in Time*; *Gabby’s Lesson*

<ul style="list-style-type: none"> <li>• Drama: <i>Treasure Beach; A College Conversation; Captain Jones and the Jungle; Gabby's Lesson</i></li> <li>• Poetry: <i>The Place My Words Are Looking For</i></li> </ul>
<p><b>RL.7.6.</b> In literary texts, analyze how an author develops and contrasts the point of view, possible biases, and the perspectives of different characters or narrators. (RI) In informational texts, explain how an author's geographic location, identity, and/or culture affect perspective. Analyze how the author distinguishes his or her position from that of others. (RI)</p> <p><b>RL.8.6.</b> In literary texts, analyze how the differences between the point of view, perspectives, and possible biases of the characters, the audience, or reader create effects such as mood and tone. (RI) In informational texts, explain how an author's geographic location, identity, and/or culture affect perspective. Analyze how the author addresses conflicting evidence or viewpoints. (RI)</p>
<ul style="list-style-type: none"> <li>• Author's purpose: <i>Growing Up in Coal Country; Letters from a Slave Girl</i></li> <li>• Fact and opinion: <i>Children of the Wild West; Black Potatoes: The Story of the Great Irish Famine, 1845–1850; Search Engines</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>A Wrinkle in Time</i></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>
<p><b>Integration of Knowledge and Ideas</b></p>
<p><b>RL.7.7.</b> Compare and contrast a written text with audio, filmed, staged, or digital versions in order to analyze the effects of techniques unique to each media and each format's portrayal of a subject. (RI&amp;RL)</p> <p><b>RL.8.7.</b> Evaluate the advantages and disadvantages of using different media—print, audio, video, stage, or digital—to present a particular subject or idea and analyze the extent to which a production remains faithful to or departs from the written text. (RI&amp;RL)</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>Children of the Wild West; Shutting Out the Sky; Reading a Schedule</i></li> <li>• Drama: <i>Treasure Beach; A College Conversation; Captain Jones and the Jungle; 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; Black Potatoes: The Story of the Great Irish Famine, 1845–1850; Farewell to Manzanar; Riddle of the Rosetta Stone</i></li> </ul>
<p><b>RL.7.8.</b> Trace and evaluate the development of an argument and specific claims in a text. Assess whether the reasoning is valid and the evidence is relevant and sufficient. Recognize when irrelevant evidence is introduced. (RI)</p> <p><b>RL.8.8.</b> Trace and evaluate an argument and specific claims in a text. Assess whether the reasoning is valid and the evidence is relevant and sufficient. Recognize when irrelevant evidence is introduced. (RI)</p>
<ul style="list-style-type: none"> <li>• Fact and opinion: <i>Children of the Wild West; Black Potatoes: The Story of the Great Irish Famine, 1845–1850; Search Engines</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>RL.7.9.</b> Evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&amp;RL)</p> <p><b>RL.8.9.</b> Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&amp;RL)</p>
<ul style="list-style-type: none"> <li>• Linked lessons: <i>Children of the Wild West</i> and <i>Growing Up in Coal Country</i></li> <li>• Author Study: <i>Avi—The True Confessions of Charlotte Doyle; City of Orphans</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</li> </ul>

prior knowledge, when making connections to the listening-comprehension text, and through Team Talk Extenders.

- Linked to drama: *Holes* and *Treasure Beach*; *Farewell to Manzanar* and *A College Conversation*; *The True Confessions of Charlotte Doyle* and *Captain Jones and the Jungle*; *A Wrinkle in Time* and *Gabby's Lesson*
- 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*

## Section IV: Anchor Standards for Writing

<b>Text Types and Purposes</b>
<b>Anchor Standard W1:</b> Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
<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 W2:</b> Compose writing for a variety of modes 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 modes such narratives/creative writing, descriptive writing, informative writing, persuasive writing, and reflective writing.</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. Suggested graphic organizers include story maps, Venn diagrams, T-charts, sequence chains, and webs.</li> </ul>
<b>Anchor Standard W3:</b> Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
<ul style="list-style-type: none"> <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. Suggested graphic organizers include story maps, Venn diagrams, T-charts, sequence chains, and webs.</li> </ul>
<b>Production and Distribution of Writing</b>
<b>Anchor Standard W4:</b> Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
<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 W5:</b> Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
<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> </ul>

<ul style="list-style-type: none"> <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>
<p><b>Anchor Standard W6:</b> Use print and digital technology to produce and publish writing and to interact and collaborate with others.</p>
<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>
<p><b>Research to Build and Present Knowledge</b></p>
<p><b>Anchor Standard W7:</b> Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.</p>
<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>
<p><b>Anchor Standard W8:</b> Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.</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. 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>
<p><b>Anchor Standard W9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.</p>
<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>

## Section V: Writing

Grade 2
<b>Text Types and Purposes</b>
<p><b>W.2.1.</b> Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p> <ul style="list-style-type: none"> <li>During Adventures in Writing, students compose a variety of reflective, formal, or creative writing pieces for low-stakes or high-stakes purposes. Examples include descriptive essays, personal reflections, diary/journal entries, friendly letters, formal/business letters, narratives, poetry, or informational pieces.</li> </ul>
<p><b>W.2.2.</b> Write text in a variety of modes:</p> <ol style="list-style-type: none"> <li>Opinion pieces in which they introduce the topic or text they are writing about, state an opinion, supply reasons that support the opinion, using words for emphasis, addition, contrast, or order to connect opinion and reasons, and provide a concluding statement or section.</li> <li>Informative/explanatory text in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</li> <li>Convey events, real or imagined, through 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.</li> </ol> <ul style="list-style-type: none"> <li>Opinion writing: <i>Gila Monsters Meet You at the Airport; Why the Sea is Salty; Spaceships and Rockets; Bugs! Bugs! Bugs!; Tops and Bottoms; So You Want to Be President?; Voting in Elections</i></li> <li>Informational writing: <i>Squeaking Bats; A City Grows; Julius; Staying Alive; Henry and Mudge: The First Book; Who Has Time?; Albert Einstein: Genius of the Twentieth Century; 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; Using Energy Wisely; Wonderfully Weird Animals; How and why do animals adapt?</i></li> <li>Narratives: <i>Arthur's New Puppy; Jamaica's Find; Jessica; Mr. Putter &amp; Tabby Walk the Dog; Appalachia: The Voices of Sleeping Birds; The Boy Who Didn't Believe in Spring; Julian, Dream Doctor; Truman's Aunt Farm</i></li> <li>Poetry: <i>Ruby the Copycat; The Bug in Teacher's Coffee and Other School Poems; The Wednesday Surprise; The Llama Who Had No Pajama; A Weed Is a Flower: The Life of George Washington Carver</i></li> </ul>
<p><b>W.2.3.</b> Write text in a variety of modes:</p> <ol style="list-style-type: none"> <li>Organization: provide a beginning, middle and ending, that works cohesively to promote the central theme of the text.</li> <li>Transitions: use transitions to link and build connections between ideas, text, and events.</li> <li>Word Choice (including domain specific): uses descriptive words to demonstrate creativity and to provide vivid examples of feelings, events and images.</li> </ol> <ul style="list-style-type: none"> <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, using transitions to link ideas, use descriptive and domain specific vocabulary, and conventions of writing.</li> </ul>
<b>Production and Distribution of Writing</b>
<p><b>W.2.4.</b> With guidance and support from adults, produce Writing in which the development and organization are culturally-sustaining and rhetorically authentic 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.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> </ul>

<ul style="list-style-type: none"> <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. Learn to produce writing through printing (including forming most printed upper- and lowercase letters), cursive, and/or typing.</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.2.7.</b> Participate in shared and independent inquiry and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</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>A City Grows</i>; <i>How and why do animals adapt?</i></li> <li>Record science observations: During the partner reading section of the lesson <i>The Amazing Brain Race</i>, students follow directions to perform a series of tests that will require them to record observations.</li> </ul>
<p><b>W.2.8.</b> Recall information from experiences or gather information from provided sources to answer a question.</p>
<ul style="list-style-type: none"> <li>Collect information from experiences/resources: <i>Arthur's New Puppy</i>; <i>Squeaking Bats</i>; <i>A City Grows</i>; <i>Jessica</i>; <i>Staying Alive</i>; <i>Appalachia: The Voices of Sleeping Birds</i>; <i>Why the Sea is Salty</i>; <i>Who Has Time?</i>; <i>Spaceships and Rockets</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>The Llama Who Had No Pajama</i>; <i>Bugs! Bugs! Bugs!</i>; <i>Using Energy Wisely</i>; <i>How and why do animals adapt?</i>; <i>A Weed Is a Flower</i>; <i>The Life of George Washington Carver</i>; <i>Voting in Elections</i></li> </ul>
<p><b>W.2.9.</b> With guidance and support from adults and peers, recall and use facts from literary and informational text to support reflection and inquiry on characters, setting, key details, specified information, and ideas presented 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>A City Grows</i>; <i>How and why do animals adapt?</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 style="text-align: center;"><b>Grade 3</b></p>
<p><b>Text Types and Purposes</b></p>
<p><b>W.3.1.</b> Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p>
<ul style="list-style-type: none"> <li>During Adventures in Writing, students compose a variety of reflective, formal, or creative writing pieces for low-stakes or high-stakes purposes. Examples include descriptive essays, personal reflections, diary/journal entries, friendly letters, formal/business letters, narratives, poetry, or informational pieces.</li> </ul>

<p><b>W.3.2.</b> Write text in a variety of modes:</p> <ol style="list-style-type: none"> <li>Opinion pieces in which the student supports a point of view about a topic or text they are writing about, state an opinion, list reasons that support the opinion.</li> <li>Informative/explanatory texts in which they introduce a topic, use facts, definitions and details to develop points.</li> <li>Convey events, real or imagined, through narrative/short stories to develop experiences or events using descriptive details and clear event sequences to establish a situation and introduce a narrator and/or characters. Use dialogue and description of actions, thoughts and feelings to develop experiences and events or show the responses of characters to situations.</li> </ol>
<ul style="list-style-type: none"> <li>Opinion writing: <i>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</i></li> <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>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> </ul>
<p><b>W.3.3.</b> Write text in a variety of modes:</p> <ol style="list-style-type: none"> <li>Organization: include an introduction that establishes a purpose and provides a concluding statement appropriate to the mode of writing.</li> <li>Transitions: use of prompts, words and phrases to signal event order and to link and build connections between ideas, text, and events.</li> <li>Word Choice (including domain specific): use words familiar to the student for emphasis, addition, contrast, or order to connect categories or information, and to convey meaning.</li> </ol>
<ul style="list-style-type: none"> <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, using transitions to link ideas, use descriptive and domain specific vocabulary, and conventions of writing.</li> </ul>
<p><b>Production and Distribution of Writing</b></p>
<p><b>W.3.4.</b> With support from adults and peers, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic 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 adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed by planning, 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.3.6.</b> With guidance and support from adults and peers, use digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing.</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> </ul>

<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>Integration of Knowledge and Ideas</b>
<b>W.3.7.</b> Conduct short inquiry projects that build knowledge about a topic.
<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>
<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.
<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>
<b>W.3.9.</b> Recall facts from literary or informational texts to support reflection, and inquiry
<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> <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>Grade 4</b>
<b>Text Types and Purposes</b>
<b>W.4.1.</b> Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
<ul style="list-style-type: none"> <li>During Adventures in Writing, students compose a variety of reflective, formal, or creative writing pieces for low-stakes or high-stakes purposes. Examples include descriptive essays, personal reflections, diary/journal entries, friendly letters, formal/business letters, narratives, poetry, or informational pieces.</li> </ul>
<b>W.4.2.</b> Write text in a variety of modes:
<ol style="list-style-type: none"> <li>Opinion pieces in which the student introduces the topic or text they are writing about, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose. List reasons that support the opinion.</li> <li>Informative texts in which they clearly introduce a topic, group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension. Use facts, definitions and details to develop points.</li> <li>Convey events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li> </ol>
<ul style="list-style-type: none"> <li>Opinion writing: <i>Tales of a Fourth Grade Nothing</i>; <i>The Amazon</i>; <i>Charlotte's Web</i>; <i>Will We Miss Them? Endangered Species</i></li> </ul>

<ul style="list-style-type: none"> <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> <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>• Poetry: <i>A Writing Kind of Day: Poems for Young Poets</i>; <i>Song of the Trees</i>; <i>Charlotte's Web</i>; <i>It's Raining Pigs &amp; Noodles</i>; <i>Dear Mr. Henshaw</i></li> </ul>
<p><b>W.4.3.</b> Create writing that utilizes:</p> <ol style="list-style-type: none"> <li>Organization: include an introduction that establishes a purpose and provides a concluding statement related to the body of the composition. Structure of text reflects the purpose.</li> <li>Transitions: use of phrases to signal event order and to link and build connections between ideas, text, and events.</li> <li>Word Choice (including domain specific): experiments with words to provide emphasis, addition, contrast, or order to connect themes and ideas.</li> </ol>
<ul style="list-style-type: none"> <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, using transitions to link ideas, use descriptive and domain specific vocabulary, and conventions of writing.</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 culturally sustaining and rhetorically authentic 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> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. Respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, 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.4.6.</b> With some guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing (with 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>
<p><b>Integration of Knowledge and Ideas</b></p>
<p><b>W.4.7.</b> Conduct short inquiry 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</i>; <i>Uncovering the World of Dinosaurs</i></li> </ul>

**W.4.8.** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.

- Collect information from experiences/resources: *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 & 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*

**W.4.9.** Recall and use facts from literary or informational texts to support analysis, reflection, and inquiry.

- 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: *American Journeys: Notes from the West*; *Uncovering the World of Dinosaurs*
- 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.

## Grade 5

### Text Types and Purposes

**W.5.1.** Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

- During Adventures in Writing, students compose a variety of reflective, formal, or creative writing pieces for low-stakes or high-stakes purposes. Examples include descriptive essays, personal reflections, diary/journal entries, friendly letters, formal/business letters, narratives, poetry, or informational pieces.

**W.5.2.** Write text in a variety of modes:

- Opinion pieces that support a point of view about a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically ordered to support facts, details, and the writer's purpose.
- Informative text that introduces a topic clearly, use topic- and genre-specific language to provide a general observation, focus, and group related information logically. Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension and to link ideas within and across categories of information.
- Convey events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

- 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*
- 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*
- 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*

<p><b>W.5.3.</b> Create writing that utilizes:</p> <ol style="list-style-type: none"> <li>Organization: include an introduction that establishes a purpose and engages the reader. Text builds to a concluding statement appropriate to the mode of writing and related to the body of the composition.</li> <li>Transitions: use a variety of transitional words and phrases that logically connect and develop ideas.</li> <li>Word Choice (including domain specific): creatively selects unique words for emphasis, addition, contrast, or order.</li> </ol>
<ul style="list-style-type: none"> <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, using transitions to link ideas, use descriptive and domain specific vocabulary, and conventions of writing.</li> </ul>
<p><b>Production and Distribution of Writing</b></p>
<p><b>W.5.4.</b> Produce clear and coherent writing in which the development and organization are culturally sustaining and rhetorically authentic 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.5.5.</b> Produce clear and coherent writing in which the development and organization are intentionally selected by teacher/student for task, purpose and audience, respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, 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.5.6.</b> With some guidance and support from adults, they intentionally select a variety of digital tools to produce and publish writing, including in collaboration with peers. Proficiently produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of two 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.5.7.</b> Conduct short student-driven inquiry projects that use several sources to 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>To Space &amp; Back</i>; <i>Save the Animals</i></li> </ul>
<p><b>W.5.8.</b> 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.</p>
<ul style="list-style-type: none"> <li>Collect information from experiences/resources: <i>Darnell Rock Reporting</i>; <i>Brown Honey in Broomwheat Tea</i>; <i>You Are There! San Francisco 1906</i>; <i>The American Revolution</i>; <i>The Civil War</i>; <i>William Shakespeare &amp; the Globe</i>; <i>Dear Benjamin Banneker</i>; <i>Tuck Everlasting</i>; <i>Human Anatomy for Kids</i>; <i>To Space &amp; Back</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>Charlie and the Chocolate Factory</i>; <i>Boy: Tales of Childhood</i>; <i>Pollution and Waste</i>; <i>Shaking the Earth: Earthquakes and Volcanoes</i>; <i>Misty of Chincoteague</i>; <i>Save the Animals</i>; <i>Animal Defenses</i>; <i>Bridge to Terabithia</i>; <i>Hey World, Here I Am!</i>; <i>Belle Prater’s Boy</i></li> </ul>

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

- 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.

## Grade 6

### Text Types and Purposes

**W.6.1.** Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

- During Adventures in Writing, students compose a variety of reflective, formal, or creative writing pieces for low-stakes or high-stakes purposes. Examples include descriptive essays, personal reflections, diary/journal entries, friendly letters, formal/business letters, narratives, poetry, or informational pieces.

**W.6.2.** Write text in a variety of modes:

- a. Write arguments to support claims with clear reasons, relevant evidence, and literary theory.
- b. Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- c. Write narratives to develop real or imagined experiences or events using effective narrative techniques, relevant descriptive details, and well-structured event sequences.

- Opinion writing: *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*; *Dave at Night*; *Julie of the Wolves*; *The Bermuda Triangle*
- 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*
- Narratives: *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*
- Poetry: *Knock at a Star: A Child's Introduction to Poetry*; *The Lion, the Witch and the Wardrobe*

**W.6.3.** Create writing that utilizes:

- a. Organization: introduce a topic; organize ideas, concepts, and information. Provide a concluding statement appropriate to the mode of writing.
- b. Transitions: use appropriate transitions to clarify the relationships among ideas and concepts.
- c. Word Choice (including domain specific): use precise language and domain-specific vocabulary to inform about or explain the topic. Use sensory language to describe experiences and events.

- 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, using transitions to link ideas, use descriptive and domain specific vocabulary, and conventions of writing.

<b>Production and Distribution of Writing</b>
<p><b>W.6.4.</b> Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic 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.</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 paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently, as well as, to interact and collaborate with others. Proficiently produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of three pages in a single sitting), selecting the method(s) best suited for audience and purpose.</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.6.7.</b> Conduct short inquiry 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; 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 inquiry. (Apply grade 6 Reading standards)</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> </ul>

- 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.

## Middle Reading Level

### Text Types and Purposes

**W.7.1./W.8.1.** Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

- During Adventures in Writing, students compose a variety of reflective, formal, or creative writing pieces for low-stakes or high-stakes purposes. Examples include descriptive essays, personal reflections, diary/journal entries, friendly letters, formal/business letters, narratives, poetry, or informational pieces.

**W.7.2.** Write text in a variety of modes:

- Write arguments to support claims with clear reasons, relevant evidence and literary theory. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Use accurate, credible sources.
- Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters.

**W.8.2.** Write text in a variety of modes:

- Write arguments to introduce and support claim(s) using logical reasoning, relevant evidence and literary theory. Use accurate, credible sources and demonstrate an understanding of the topic or text, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Write informative/explanatory text, examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters.

- 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*
- 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*
- 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*

<p><b>W.7.3.</b> Create writing that utilizes:</p> <ol style="list-style-type: none"> <li>Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing.</li> <li>Transitions: use a variety of appropriate transitions that connect and develop ideas.</li> <li>Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events.</li> </ol> <p><b>W.8.3.</b> Create writing that utilizes:</p> <ol style="list-style-type: none"> <li>Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic throughout the entire text. Conclusion statement provides closure and ties up all loose ends.</li> <li>Transitions: varied transitions to create cohesion and clarity among ideas and concepts.</li> <li>Word Choice (including domain specific): use genre-specific vocabulary. Use vocabulary that enhances the meaning and engages the reader.</li> </ol>
<ul style="list-style-type: none"> <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, using transitions to link ideas, use descriptive and domain specific vocabulary, and conventions of writing.</li> </ul>
<p><b>Production and Distribution of Writing</b></p>
<p><b>W.7.4./W.8.4.</b> Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic 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.7.5./W.8.5.</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, focusing on how well purpose and audience have been addressed.</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.7.6.</b> Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others, including linking to and citing sources.</p> <p><b>W.8.6.</b> Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently 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.7.7.</b> Conduct short inquiry 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 inquiry projects to answer a question (including self-generated questions), 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</li> </ul>

<p>resources for students to perform quick research.</p> <ul style="list-style-type: none"> <li>• Research: <i>Letters from a Slave Girl</i>; <i>The Cay</i></li> </ul>
<p><b>W.7.8./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; 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 inquiry. (Apply grade 7 Reading standards)</p> <p><b>W.8.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. (Apply grade 8 Reading standards)</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>

## Section VI: Anchor Standards for Speaking and Listening

### Comprehension and Collaboration

**Anchor Standard SL1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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

**Anchor Standard SL2:** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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

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

**Anchor Standard SL3:** 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 SL4:** 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 SL5:** 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.

## Section VII: Speaking and Listening

Grade 2
<b>Comprehension and Collaboration</b>
<p><b>SL.2.1.</b> Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> <li>a. Follow agreed-upon norms for discussions and participate by actively listening, taking turns, gaining the floor in respectful ways and staying on topic.</li> <li>b. Build on others' talk in conversations by linking their comments to the remarks of others.</li> <li>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> <li>d. Consider individual differences when communicating with others.</li> </ol>
<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 in all Targeted Treasure Hunts.</i></p>
<p><b>SL.2.3.</b> Ask and answer questions about what a speaker says in order to gather additional information, or clarify something that is not understood, or expand on the topic.</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>
<b>Presentation of Knowledge and Ideas</b>
<p><b>SL.2.4.</b> Tell a story or recount an experience with descriptive details, expressing ideas clearly.</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>

**SL.2.5.** Include digital media and visual displays in presentations to clarify or support ideas, thoughts, and feelings.

- 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.

## Grade 3

### Comprehension and Collaboration

**SL.3.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others’ ideas and expressing one’s thinking clearly.

- a. Come to discussions prepared, explicitly draw on topics and texts along with personal knowledge and experiences to explore ideas under discussion.
- b. Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

- Students are expected to work cooperatively throughout the instructional process. They are taught and expected to demonstrate the five team cooperation goals—practice active listening, help and encourage others, everyone participates, explain your ideas/tell why, and complete tasks.
- Targeted Treasure Hunts: 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.3.2.** Determine main ideas and supporting details of a text read aloud or information presented in diverse media and formats.

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

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

- Targeted Treasure Hunts: Teamwork, class discussion, Book Club, and team discussion
- Adventures in Writing:
  - Narratives: *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*
  - Informational writing: *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*

**SL.3.5.** Include digital media and visual displays in presentations to enhance certain facts and details.

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

## Grade 4

### Comprehension and Collaboration

**SL.4.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly.

- a. Come to discussions prepared, explicitly draw on topics and texts along with personal knowledge and experiences to explore ideas under discussion.
- b. Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).
- 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.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

- Students are expected to work cooperatively throughout the instructional process. They are taught and expected to demonstrate the five team cooperation goals—practice active listening, help and encourage others, everyone participates, explain your ideas/tell why, and complete tasks.
- Targeted Treasure Hunts: 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.4.2.** Paraphrase portions of a text read aloud or information presented in diverse media and formats.

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

<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.4.3.</b> Identify the reasons and evidence a speaker provides to support particular points.</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.4.4.</b> Report on a topic or text, tell a story, read a poem, or recount an experience in an organized manner, using facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation.</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>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>
<p><b>SL.4.5.</b> Integrate audio and visual content in presentations 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 style="text-align: center;"><b>Grade 5</b></p>
<p><b>Comprehension and Collaboration</b></p>
<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 topics and texts, building on others' ideas and expressing one's thinking clearly.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, explicitly draw on topics and texts along with personal knowledge and experiences to explore ideas under discussion.</li> <li>Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).</li> <li>Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion.</li> </ol>
<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</li> </ul>

<p>others, everyone participates, explain your ideas/tell why, and complete tasks.</p> <ul style="list-style-type: none"> <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.</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 in all Targeted Treasure Hunts.</i></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 facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation.</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> Integrate multimedia components (e.g., graphics, sound) and visual displays in presentations 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>

## 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 topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.

- Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
- With guidance and support, set specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).
- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- Review the key ideas expressed and demonstrate an 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 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.** Understand and evaluate 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 in a logical order using relevant evidence and details to highlight main ideas or themes. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices.

- 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*

<ul style="list-style-type: none"> <li>– Opinion writing: <i>From the Mixed-Up Files of Mrs. Basil E. Frankweiler</i>; <i>Dave at Night</i>; <i>Julie of the Wolves</i>; <i>The Bermuda Triangle</i></li> </ul>
<p><b>SL.6.5.</b> Include multimedia components and visual displays in presentations to clarify and enhance information.</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>

<h2 style="margin: 0;">Middle Reading Level</h2>
<p><b>Comprehension and Collaboration</b></p>
<p><b>SL.7.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others’ ideas and expressing one’s thinking clearly.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.</li> <li>b. With guidance and support, set and track specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).</li> <li>c. Pose questions that invite elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Promote multiple perspectives.</li> <li>d. Review the key ideas expressed and demonstrate an understanding of multiple perspectives through analysis, including reflection, clarification, and paraphrasing.</li> </ol> <p><b>SL.8.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others’ ideas and expressing one’s thinking clearly.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.</li> <li>b. Set and track specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion), and monitor progress toward goals.</li> <li>c. Pose questions that connect the ideas of several speakers, and respond to others’ questions and comments with relevant evidence, observations, and ideas. Promote multiple perspectives.</li> <li>d. Evaluate new information expressed by others and, when warranted, qualify or justify one’s own views in light of the evidence presented.</li> </ol> <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.7.2.</b> Analyze the main ideas and supporting details presented in diverse media and formats 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 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> Understand and evaluate 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> Understand and evaluate 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 significant points in a focused, coherent manner using relevant evidence. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices.</p> <p><b>SL.8.4.</b> Present claims and findings, emphasizing significant points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices.</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 significant 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>

## Section VIII: Anchor Standards for Language

<b>Knowledge of Language</b>
<b>Anchor Standard L1:</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>
<b>Vocabulary Acquisition and Use</b>
<b>Anchor Standard L2:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
<ul style="list-style-type: none"> <li>• The Savvy Reader Clarifying</li> <li>• 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).</li> </ul>
<b>Anchor Standard L3:</b> Demonstrate an understanding of figurative language, word relationships, and nuances in word meanings.
<ul style="list-style-type: none"> <li>• The Savvy Reader Clarifying</li> <li>• 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).</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 gain a greater appreciation for written works and learn how words impact a text as a whole.</li> </ul>
<b>Anchor Standard L4:</b> Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
<ul style="list-style-type: none"> <li>• The Savvy Reader Clarifying</li> <li>• Vocabulary and Word Power</li> <li>• 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.</li> <li>• 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.</li> </ul>

## Conventions of Standardized English

**Anchor Standard L5:** Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.

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:

- The Two-Minute Edit is an opening activity included in Targeted Treasure Hunts after day 1 of multiday cycles. These activities are used to teach and reinforce grammar/mechanics skills. The teacher prepares sentences that reflect common errors that he or she has observed in students' daily writing such as Adventures in Writing activities, meaningful sentences, or Write-On answers. The sentence is displayed as students enter the classroom. Teams work together to identify and orally correct errors in the sentence.
- Adventures in Writing: During editing, the teacher introduces the idea of editing and creates an editing checklist based on the class's needs. Students check their drafts and their partners' drafts using the checklist. Then students share edits. Specific lessons also use this opportunity to address and practice editing for specific, common writing errors.

**Anchor Standard L6:** Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

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:

- The Two-Minute Edit is an opening activity included in Targeted Treasure Hunts after day 1 of multiday cycles. These activities are used to teach and reinforce grammar/mechanics skills. The teacher prepares sentences that reflect common errors that he or she has observed in students' daily writing such as Adventures in Writing activities, meaningful sentences, or Write-On answers. The sentence is displayed as students enter the classroom. Teams work together to identify and orally correct errors in the sentence.
- Word Power: During specific Word Power lessons, such as those about abbreviations, contractions, or dictionary skills, students may discuss the capitalization of proper nouns and titles and punctuating contractions and abbreviated words.
- Adventures in Writing: During editing, the teacher introduces the idea of editing and creates an editing checklist based on the class's needs. Students check their drafts and their partners' drafts using the checklist. Then students share edits. Specific lessons also use this opportunity to address and practice editing for specific, common writing errors.

## Section IX: Language

Grade 2
<b>Knowledge of Language</b>
<p><b>L.2.1.</b> Demonstrate an understanding of how language functions in different cultures and contexts; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</p> <ul style="list-style-type: none"> <li>a. Recognize and appreciate linguistic diversity (e.g., at home, in the community and in peer and professional writing and speaking).</li> <li>b. Recognize formal and informal uses of English.</li> </ul>
<ul style="list-style-type: none"> <li>• The books selected for Targeted Treasure Hunt lessons reflect a variety of backgrounds and linguistic diversity.</li> <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</i>; <i>How and why do animals adapt?</i></li> </ul>
<b>Vocabulary Acquisition and Use</b>
<p><b>L.2.2.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.</p> <ul style="list-style-type: none"> <li>a. Determine the meaning of a new word when a prefix or suffix is added.</li> <li>b. Use a common root word as a clue to the meaning of an unknown word.</li> <li>c. Use individual words to predict meaning of compound words (e.g., birdhouse).</li> <li>d. Use resources to clarify meanings of words.</li> </ul>
<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</i>; <i>Appalachia: The Voices of Sleeping Birds</i>; <i>From Seed to Plant</i></li> </ul>
<p><b>L.2.3.</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Describe how words and phrases supply rhythm and meaning in a text (e.g., alliteration, rhyme, repeated lines).</li> <li>b. Identify real-life connections between words and their use (e.g., describe foods that are juicy).</li> <li>c. Distinguish shades of meaning among similar verbs (e.g., toss, throw) and adjectives (e.g., happy, pleased).</li> </ul>
<ul style="list-style-type: none"> <li>• The Savvy Reader Clarifying</li> <li>• Synonyms: <i>Why the Sea is Salty</i>; <i>Truman's Aunt Farm</i>; <i>The Scavenger Hunt</i>; <i>Nate the Great</i>; <i>The Mystery of the Stolen Hair Ribbons</i></li> </ul>
<p><b>L.2.4.</b> Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. Use adjectives and adverbs to describe (e.g., when other kids are happy, that makes me happy.).</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>

## Conventions of Standardized English

**L.2.5.** Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:

- a. Collective nouns, adjectives and adverbs, frequently occurring regular plural nouns, frequently occurring irregular past tense verbs.
- b. Production, expansion, and rearrangement of complete simple and compound sentences.

- 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.2.6.** Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:

- a. Capitalization of holidays, products, geographic places.
- b. Commas in greetings and closings.
- c. Apostrophes in contractions and frequently occurring possessives.
- d. Use common spelling patterns, phonemic awareness, and basic reference materials to solve words. Related to Reading Foundational standards (RF.2.3).

- 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*; *How and why do animals adapt?*; *A Weed Is a Flower: The Life of George Washington Carver*
- 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: *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?*
- 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.

- 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.

## Grade 3

### Knowledge of Language

**L.3.1.** Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.

- Compare and contrast the ways in which language is used in familiar contexts (e.g., at home, in the community, in peer and professional writing/speaking).
- Recognize differences between the conventions of written and spoken English.
- Identify key words and phrases that help readers understand a topic; choose words and phrases for effect when writing and speaking.

- The books selected for Targeted Treasure Hunt lessons reflect a variety of backgrounds and linguistic diversity.
- 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 skill focus in Adventures in Writing and is a focus of The Savvy Reader Clarifying.
- Targeted Treasure Hunts: Two-Minute Edit, team discussion, class discussion, Adventures in Writing

### Vocabulary Acquisition and Use

**L.3.2.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

- Use sentence-level context as a clue to the meaning of a word or phrase.
- Determine the meaning of new words when a suffix or prefix is added.
- Use resources to determine word meanings.

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
- 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*
- 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*

**L.3.3.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- Determine the meaning of words and phrases as they are used in a text, distinguishing between literal and non-literal language.
- Distinguish shades of meaning among words describing degrees of certainty (e.g., knew, believed, suspected).
- Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).

- The Savvy Reader Clarifying
- Figurative language: *The Great Frog Race and Other Poems*
- Synonyms: *The Three Little Pigs*; *The Very First Americans*; *A Walk in the Desert*; *The Paper Bag Princess*

**L.3.4.** Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

- a. Identify and use phrases that signal spatial and temporal relationships (e.g., after dinner that night, we went looking for them.).

- The Savvy Reader Clarifying
- Vocabulary, Word Power, Vocabulary Vault, Adventures in Writing
- Adventures in Writing:
  - Glossary: *Ancient Egypt: Gods and Pharaohs; The Very First Americans*

### Conventions of Standardized English

**L.3.5.** Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:

- a. Irregular and regular nouns and verbs.
- b. Simple verb tenses.
- c. Subject-verb agreement.
- d. Simple and compound sentences.
- e. Easily confused words (e.g., to, too, two).

- 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.3.6.** Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:

- a. Titles.
- b. Quotation marks for speech.
- c. Possessives.
- d. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- e. Use conventional spelling for high frequency words.
- f. Use conventional spelling for adding suffixes to basic words.
- g. Use learned syllable patterns and reference materials to solve and write unknown words.

- 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*

## Grade 4

### Knowledge of Language

**L.4.1.** Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.

- a. Compare and contrast the ways in which language is used in familiar and unfamiliar contexts (e.g., at home, outside of their own communities, by diverse authors and speakers).
- b. Determine the language demands of varied writing and speaking situations; respond appropriately (e.g., formal writing and presentations; personal writing and conversations).
- c. Identify examples of precise and concise language when reading; choose words and phrases to convey ideas precisely when writing and speaking.
- d. Choose punctuation for effect.

- The books selected for Targeted Treasure Hunt lessons reflect a variety of backgrounds and linguistic diversity.
- 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.4.2.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

- a. Use context as a clue to the meaning of a word or phrase.
- b. Consult print and digital reference materials for meaning and pronunciation.

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

- a. Determine the meaning of words and phrases as they are used in a text, including figurative language such as similes and metaphors.
- b. Explain common idioms and proverbs.
- c. Understand words by relating them to synonyms and antonyms.
- d. Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).

- 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*;

<p><i>The Wump World; Stumpy the Stubborn Squirrel; E-mail</i></p> <ul style="list-style-type: none"> <li>• Antonyms: <i>The Lions and the Antelope; Uncovering the World of Dinosaurs</i></li> <li>• Connotations/denotations: <i>Travel Brochure; Charlotte's Web; The Midnight Horse; Beezus and Ramona; To the Top! Climbing the World's Highest Mountain</i></li> </ul>
<p><b>L.4.4.</b> Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.</p> <ul style="list-style-type: none"> <li>a. Identify and use phrases 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).</li> </ul>
<ul style="list-style-type: none"> <li>• The Savvy Reader Clarifying</li> <li>• Vocabulary, Word Power, Vocabulary Vault, Adventures in Writing</li> </ul>
<p><b>Conventions of Standardized English</b></p>
<p><b>L.4.5.</b> Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</p> <ul style="list-style-type: none"> <li>a. Relative pronouns and adverbs.</li> <li>b. Prepositional phrases.</li> <li>c. Order of adjectives.</li> <li>d. Adjectives, adverbs, conjunctions.</li> <li>e. Compound and complex sentences.</li> <li>f. Easily confused words (e.g., to, too, two).</li> </ul>
<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 relative pronouns and relative adverbs. This may be a skill focus in Adventures in Writing.</li> <li>• 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: <i>American Journeys: Notes from the Southeast; American Journeys: Notes from the West; Your Planet Needs You!; Dear Mr. Henshaw; Uncovering the World of Dinosaurs</i></li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<p><b>L.4.6.</b> Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</p> <ul style="list-style-type: none"> <li>a. Capitalization.</li> <li>b. Commas and quotation marks for quotations.</li> <li>c. Commas in compound sentences.</li> <li>d. Spell grade-level words correctly using reference materials to solve words as needed.</li> </ul>
<ul style="list-style-type: none"> <li>• Targeted Treasure Hunts: Two-Minute Edit, Adventures in Writing</li> <li>• Capitalization: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the</li> </ul>

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 and in compound sentences. 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*
- **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.

## Grade 5

### Knowledge of Language

**L.5.1.** Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.

- a. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.
- b. Compare and contrast the ways in which language is used in familiar and unfamiliar contexts (e.g., at home, outside of their own communities, by diverse authors and speakers).
- c. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
- d. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

- The books selected for Targeted Treasure Hunt lessons reflect a variety of backgrounds and linguistic diversity.
- 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.5.2.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

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

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*
- **Dictionary skills:** *Tuck Everlasting*; *Human Anatomy for Kids*; *Belle Prater's Boy*

<p><b>L.5.3.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters (e.g., Herculean).</li> <li>Interpret similes and metaphors in context.</li> <li>Clarify the precise meaning of words by comparing and contrasting them with related words (i.e., compare and contrast words to synonyms, antonyms, and homographs to better understand each word).</li> <li>Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).</li> </ol>
<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.5.4.</b> Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.</p> <ol style="list-style-type: none"> <li>Identify and use phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</li> </ol>
<ul style="list-style-type: none"> <li>The Savvy Reader Clarifying</li> <li>Vocabulary, Word Power, Vocabulary Vault, Adventures in Writing</li> </ul>
<p><b>Conventions of Standardized English</b></p>
<p><b>L.5.5.</b> Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</p> <ol style="list-style-type: none"> <li>Conjunctions.</li> <li>Verb tenses.</li> <li>Correlative conjunctions.</li> <li>Use of “they” and “their” when referring to singular people or ideas.</li> </ol>
<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 conjunctions, prepositions, and interjections. This may be a skill focus in Adventures in Writing, for example: <i>Shaking the Earth: Earthquakes and Volcanoes</i></li> <li>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: <i>The American Revolution</i>; <i>Human Anatomy for Kids</i>; <i>To Space &amp; Back</i>; <i>Save the Animals</i></li> <li>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: <i>Pollution and Waste</i>; <i>Shaking the Earth: Earthquakes and Volcanoes</i></li> </ul>
<p><b>L.5.6.</b> Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</p> <ol style="list-style-type: none"> <li>Commas (introductory elements, and elements that need to be set off like a question or direct address).</li> <li>Italics, underlining, quotes with titles.</li> <li>Spell grade-level words correctly using reference materials to solve words and edit written work as needed.</li> </ol>
<ul style="list-style-type: none"> <li>Targeted Treasure Hunts: Two-Minute Edit, Adventures in Writing</li> <li>Commas: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including using commas in introductory elements, and elements that need to be set</li> </ul>

off like a question or 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.

## Grade 6

### Knowledge of Language

**L.6.1.** Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.

- Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.
- Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- Maintain consistency in style and tone.

- The books selected for Targeted Treasure Hunt lessons reflect a variety of backgrounds and linguistic diversity.
- 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.
- 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: *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*

### Vocabulary Acquisition and Use

**L.6.2.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

- 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).
- Use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.

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: *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*
- Dictionary skills: *Fundraising Friends; Children of the Dust Bowl; Muscles: Our Muscular System; Exploring Your Nervous System; The Bermuda Triangle*

**L.6.3.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; when words have similar denotations, be able to describe differences in connotation and their impact on meaning and tone.
- b. Interpret figures of speech (e.g., personification) in context.
- c. Use the relationship between particular words (e.g., cause/effect) to better understand each of the words.
- d. Distinguish between words with similar definitions (e.g., stingy, scrimping, economical, un wasteful, 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.6.4.** Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

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

### **Conventions of Standardized English**

**L.6.5.** Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:

- a. Use of objective, subjective, possessive, and intensive pronouns
- b. Strategies to improve expression in conventional language

- 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 pronouns in the proper case. This may be a skill focus in Adventures in Writing.
- Pronouns: In all parts of Targeted Treasure Hunts, students are expected to demonstrate the use of the conventions of language, including using subjective, possessive, and intensive pronouns. This may be a skill focus in Adventures in Writing.
- 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: *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*

**L.6.6.** Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:

- a. Commas, parentheses, and dashes
- b. Correct spelling

- Targeted Treasure Hunts: Two-Minute Edit, Adventures in Writing
- 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: *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*
- 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.

## Middle Reading Level

### Knowledge of Language

**L.7.1.** Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.

- a. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.
- b. Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).
- c. Maintain consistency in style and tone.
- d. When appropriate, eliminate wordiness and redundancy.

**L.8.1.** Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.

- a. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.
- b. Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).
- c. 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).
- d. Begin to develop metacognitive awareness as writers and speakers by explaining the reasons for language choices.

- The books selected for Targeted Treasure Hunt lessons reflect a variety of backgrounds and linguistic diversity.
- 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.7.2.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate

- a. 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).
- b. Use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.

**L.8.2.** Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate

- a. 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).
- b. Use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.

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

- a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; when words have similar denotations, be able to describe differences in connotation and their impact on meaning and tone.
- b. Analyze the impact of rhyme and other repetitions of sound (e.g., alliteration; assonance) in varied texts (e.g., poetry; drama; section of a story).

**L.8.3.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; when words have similar denotations, be able to describe differences in connotation and their impact on meaning and tone.
- b. Analyze the impact of specific word choice on meaning and tone, including analogies or allusions to other texts.

- 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.7.4.** Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

**L.8.4.** Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

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

## Conventions of Standardized English

**L.7.5.** Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:

- a. Phrases and clauses
- b. Simple, compound, and complex sentences signaling differing relationships among ideas
- c. Recognizing and correcting dangling modifiers

**L.8.5.** Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:

- a. Active and passive voice verbs
- b. Indicative, imperative, interrogative, conditional, and subjunctive mood verbs
- c. Recognizing and correcting 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, indicative, imperative, interrogative, conditional, and subjunctive mood verbs, and shifts in verb voice and 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.7.6.** Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:

- a. Commas to separate coordinate adjectives
- b. Correct spelling

**L.8.6.** Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:

- a. Punctuation to recognize a pause or break
- b. Ellipsis to indicate an omission
- c. Correct spelling

- 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.
- 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.
- 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.
- 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.