

Success for All Foundation

Alignment to the Common Core

KinderCorner

Reading Roots

Reading Wings

Reading Edge Middle School

Reading Edge High School





Alignment to
The Common Core State Standards Initiative
College and Career Readiness Anchor Standards and
English Language Arts Standards for Reading

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

Kindergarten
Key Ideas and Details
Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
<p>The KinderCorner curriculum is a comprehensive language and literacy based curriculum which consists of 16 two week themed units that provides daily opportunities for students to demonstrate comprehension of narrative and expository texts. Teachers engage students in interactive reading of texts using background information and personal experiences to help students comprehend, draw conclusions, and make predictions about these texts.</p> <p>Mid-year, KinderCorner introduces simple, phonetically regular stories that students read with support. Each of these stories provides students with the opportunity to use background information to assist comprehension while they read, make predictions, and answer questions during story discussion. At the end of each story students engage in story-related writing that allows them to demonstrate their comprehension of the story. As the students are able to write more complex answers, more open-ended questions provide opportunity for them to cite textual evidence in their responses.</p> <p>Daily components that implement these skills include:</p> <ul style="list-style-type: none"> • Spotlight On—Students discuss the daily focus for the unit, frequently using expository texts to initiate understanding and exploration of the theme-related concepts for the unit and the day. • Story Tree—Students engage in interactive story reading with questioning in Before Reading, While Reading, and After Reading subcomponents in which students use the cooperative learning strategy Think-Pair-Share to discuss answers to story-related questions that focus on comprehension, drawing conclusions, making predictions, making evaluations, and making comparisons to their own experiences. • Writing Lab—Students have a daily opportunity to engage in writing activities based on information from theme-related texts. The prompts in and teacher facilitation of this lab engage students in writing experiences that allow them to demonstrate their understanding of information and concepts presented in both literature and expository texts. Students have access to the texts read during Spotlight On and Story Tree in this lab to use as references when writing. • Write Away—This daily writing activity engages all students in journal writing. The prompts for this writing often connect to theme-related concepts with a focus on comprehension as well as opinions on a subject. • Stepping Stones—This daily component targets beginning reading skills. In the first seven units, students focus on learning letter sounds and reading simple phonetically regular words. In Unit 8 the curriculum introduces KinderRoots Shared Stories. These stories target students’ ability to read easily decodable words and demonstrate comprehension and story-related writing.
Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Through intentional questioning provided in the KinderCorner Theme Guides for each expository text, students learn to determine central ideas of a text. The Spotlight On component uses expository texts from which students learn to determine central ideas to initiate understanding and exploration of the theme-related concepts for the unit and the day.
Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
During the daily Story Tree component of KinderCorner, students engage in interactive story reading with questioning in Before Reading, During Reading, and After Reading subcomponents in which they learn to analyze development and interaction of individuals, events, and ideas over the course of a text.
Craft and Structure
Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
The KinderCorner curriculum targets vocabulary development throughout all daily components. Interactive reading of a variety of texts engages students in defining new vocabulary, recognizing figurative language, and understanding subtleties expressed in story development. Teacher facilitation of the Learning Labs engages students in conversation that allows them opportunities to demonstrate comprehension of words and phrases introduced in stories and texts.

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

KinderCorner targets text structure through the interactive reading of texts in Spotlight On and Story Tree.

- During Spotlight On the use of expository texts develops the students' understanding of informational texts, as chapters, sections, and text features are highlighted during interactive reading.
- During Story Tree the use of a wide variety of genres of literature develop students' understanding of conventions of print and a sense of story structure.

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

Careful, intentional questioning in the Before Reading, During Reading, and After Reading subcomponents of Story Tree engage students in learning to determine characters' point of view.

Integration of Knowledge and Ideas

Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.¹

KinderCorner encourages students to utilize all aspects of a story or text, in addition to the use of supporting media to aid in comprehension.

- The interactive reading of expository texts in the Spotlight On component focuses on questioning that aids students in comprehending the content of the text as well as guiding them in analysis of text features in their comprehension of the text.
- The interactive reading of narrative stories in Story Tree focuses on questioning and discussion of illustrations in order to aid their comprehension of the text.
- In Stepping Stones Word Play videos illustrate vocabulary from the KinderRoots Shared Stories providing background for students to aid in story comprehension. The *Sound and the Furry* videos consist of puppet skits that demonstrate the process of blending sounds to read words. Additional videos are incorporated throughout the Stepping Stones component to enhance vocabulary and provide models of correct pronunciation and processes in learning to read.

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

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

The KinderCorner curriculum guides students in analysis of texts of similar themes and comparisons of stories using carefully thought out questions as they begin to learn these processes.

Range of Reading and Level of Text Complexity

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

The KinderCorner curriculum is a language and literacy based program designed to engage students in active participation in the beginning stages of the reading process that leads to independent reading within a comprehensive full day kindergarten program.

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

Kindergarten	
Key Ideas and Details	
Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
With prompting and support, ask and answer questions about key details in a text.	
<ul style="list-style-type: none"> The daily Story Tree component of KinderCorner engages students in answering questions about key ideas in a text. Each Theme Guide provides intentional questioning for teachers that support this standard. All units 	
Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
With prompting and support, retell familiar stories, including key details	
<ul style="list-style-type: none"> Regularly after Story Tree and in the Library Lab students engage in retelling stories using the book, sequencing cards, or other prompts as a guide. Most units E.g., Unit 3 Day 3 Library Lab 	
Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
With prompting and support, identify characters, settings, and major events in a story	
<ul style="list-style-type: none"> In the interactive reading in the daily Story Tree component students learn to identify characters, setting, and major events. All units E.g., Unit 6 Day 2 	
Craft and Structure	
Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
Ask and answer questions about unknown words in a text.	
<ul style="list-style-type: none"> In the daily Story Tree component of KinderCorner students engage in discussion of new vocabulary through the use of Think- Alouds and Buddy Buzz. All units E.g., Unit 2 Days 2 & 8 	
Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
Recognize common types of texts (e.g., storybooks, poems).	
<ul style="list-style-type: none"> KinderCorner curriculum provides stories of a wide range of genres. Students learn to recognize various types of common texts during the Spotlight On and Story Tree components. All units E.g., Unit 3 Story Tree Day 3, Unit 4 Head to Toe Spotlight On Day 1 	
Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.	
With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	
<ul style="list-style-type: none"> Before reading a story in Story Tree or Spotlight On the students learn the name of the author and illustrator and each of their roles. All units E.g., Unit 2 Day 4 	
Integration of Knowledge and Ideas	
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	
<ul style="list-style-type: none"> The daily Story Tree component engages students in discussion about illustrations so students learn to make the connections between the story and illustrations. All units E.g., Unit 3 Day 1, Unit 2 Day 6 	

Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
(Not applicable to literature)
Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
<ul style="list-style-type: none"> The Story Tree component of KinderCorner provides a wide range of stories for students to compare and contrast characters' adventures and experiences. Students compare characters between stories by the same author as well as to other stories about the same concepts. Many units E.g., Unit 3 Day 4 Spotlight On
Range of Reading and Level of Text Complexity
Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.
Actively engage in group reading activities with purpose and understanding.
<ul style="list-style-type: none"> In KinderCorner students engage in group reading activities daily during the Story Tree component. The intentional questions in the Before Reading, While Reading, and After reading subcomponents assure that students are actively involved by setting listening objectives and engaging students in conversation with partners for understanding. All units E. g., Unit 2 Day 8

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

Kindergarten	
Key Ideas and Details	
Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
With prompting and support, ask and answer questions about key details in a text.	
<ul style="list-style-type: none"> In the Spotlight On component of KinderCorner students engage in answering questions about key ideas in a text. The Theme Guides for units in which expository texts are used provide intentional questioning for teachers that support this standard. Most units E.g., Unit 9 Day 1 	
Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
With prompting and support, identify the main topic and retell key details of a text.	
<ul style="list-style-type: none"> The KinderCorner curriculum provides support in the Theme Guides for questioning that teaches students how to identify the main topic, and details in texts. Most units E.g., Unit 3 Day 10 	
Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text	
<ul style="list-style-type: none"> In the interactive reading of expository texts in the Spotlight On component students learn to make connections between two individuals, events, ideas, or pieces of information in a text. Many units E.g., Unit 3 Day 10 Spotlight On, Unit 11 Day 2 Spotlight On 	
Craft and Structure	
Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
With prompting and support, ask and answer questions about unknown words in a text.	
<ul style="list-style-type: none"> In the Spotlight On component of KinderCorner students engage in discussion of new vocabulary in expository texts through the use of Think Alouds and Buddy Buzz. Many units E.g., Unit 9 Day 4 Spotlight On 	
Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
Identify the front cover, back cover, and title page of a book.	
<ul style="list-style-type: none"> In all KinderCorner units students learn to identify front and back covers and title pages in a book. In expository texts that include an index and /or a table of contents students also learn to identify these features. 	
Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.	
Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	
<ul style="list-style-type: none"> Before reading a text in Spotlight On (or other component in which an expository text is used) the students learn the name of the author and illustrator and each of their roles. All units 	
Integration of Knowledge and Ideas	
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	
<ul style="list-style-type: none"> In KinderCorner students learn to describe information in illustrations in expository texts to make connections between illustrations and text. All units E.g., Unit 8 Day 4 Story Tree) 	

Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
With prompting and support, identify the reasons an author gives to support points in a text.
<ul style="list-style-type: none"> • In the KinderCorner curriculum students learn to identify the reasons an author gives to support points in a text through interactive discussions of expository texts in the Spotlight On component. • Most units
Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<ul style="list-style-type: none"> • The interactive reading of stories and texts include questioning in which students learn to make connections between texts by identifying similarities and differences between books. • Many Units E.g., Unit 11 Day 2 Spotlight On/Story Tree
Range of Reading and Level of Text Complexity
Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.
Actively engage in group reading activities with purpose and understanding.
<ul style="list-style-type: none"> • KinderCorner students engage in group reading of expository texts primarily during the Spotlight On component. The intentional questions in the Before Reading, While Reading, and After reading subcomponents assure that students are actively involved by setting listening objectives and engaging students in conversation with partners for understanding. • Many units E.g., Unit 15 Day 2

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

Kindergarten	
Print Concepts	
Demonstrate understanding of the organization and basic features of print.	<ul style="list-style-type: none"> Follow words from left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper- and lowercase letters of the alphabet.
<ul style="list-style-type: none"> Students learn concepts of print daily in several components of KinderCorner including Daily Message, Story Tree, and Stepping Stones. The Stepping Stones lessons on Days 1 and 6 of each unit focus specifically on print concepts. In the first six units of the Stepping Stones component of KinderCorner, students learn the sounds of letters through daily use of the alphabet wall frieze, alliterative phrases, and key cards. In Unit 7 they learn letter names as they learn to recite the alphabet chant again using the wall frieze and key cards. 	
Phonological Awareness	
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<ul style="list-style-type: none"> Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
<ul style="list-style-type: none"> The daily Rhyme Time component of KinderCorner focuses on phonemic awareness. In this component students learn all of these skills. The Literacy Lab engages students in games in which they learn to identify targeted sounds in the beginning, middle, and end of words, change beginning and ending sounds in words, add a sound to a word to make a new word, make cvc words, as well as play auditory blending and segmenting games with words. Students learn to substitute sounds in the Stepping Stones component when they play the game quick erase changing one letter at a time to create new words. 	
Phonics and Word Recognition	
Know and apply grade-level phonics and word analysis skills in decoding words.	<ul style="list-style-type: none"> Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). Distinguish between similarly spelled words by identifying the sounds of the letters that differ
<ul style="list-style-type: none"> Students learn letter-sound correspondence on Days 2-5 and 7-10 in the daily Stepping Stones component. Students learn short vowel sounds and most frequent sound for all consonants in Stepping Stones. Students learn to isolate and blend sounds, read phonetically regular words, decode, use sound spelling, and recognize common high-frequency sight words in within the daily framework of Stepping Stones. All units 	
Fluency	
Read emergent-reader texts with purpose and understanding.	<ul style="list-style-type: none"> Beginning in Unit 8 of the KinderCorner curriculum, students read phonetically regular stories. The KinderRoots Shared stories allow students to read stories even if they only know a few letter sounds. Each page has a teacher section and student section The teacher section provides context for the story and includes predictive questions. Over four days for each KinderRoots story, the lessons include predictive questions, background questions, guided group reading, partner words and sentences and partner story questions, and Story-related writing.



Alignment to
The Common Core State Standards Initiative
College and Career Readiness Anchor Standards and
English Language Arts Standards for Reading

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

Grade 1	
Key Ideas and Details	
Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
<p>The Reading Roots 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 formulate conclusions from and opinions on the text. Specific parts of daily lesson plans that call for students to process information for complete comprehension include:</p> <ul style="list-style-type: none"> • Shared Stories—Students read complex, engaging, and interesting stories even when they know only a few letter sounds. • STaR stories—Students engage in a read-aloud experience designed to expand oral language and vocabulary and develop listening comprehension skills. • Adventures in Writing—allows students to extend their comprehension by responding creatively in writing to a prompt that relates to the theme or topic of the Shared Story and/or STaR story. 	
Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
<p>Students utilize graphic organizers throughout Reading Roots 4th Edition to determine and organize ideas within a text.</p> <ul style="list-style-type: none"> • In narrative lessons students use story stars (levels 1 and 2) or a story map (levels 3 and 4) to identify story elements. • In expository lessons students use an idea tree to identify main idea and supporting details. 	
Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
<p>The Reading Roots 4th Edition teaches students to make connections over the course of the text to improve their comprehension.</p> <ul style="list-style-type: none"> • Shared Stories—Teacher text is provided for these stories (read over 3 days in levels 1-3 and four days in level 4) to present a context for the story and include predictive questions for students that allow them to make connections that improve comprehension. • STaR Stories—Lessons (two day) for these stories guide the students in previewing the book, expanding background knowledge, and making predictions. Teachers read the stories aloud to the students, engaging them in discussion about what is happening in the story. 	
Craft and Structure	
Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
<p>The Reading Roots 4th Edition expands students' vocabulary for stories they will read themselves and interactive read alouds.</p> <ul style="list-style-type: none"> • Shared Stories—Students learn the meaning of green (easily decodable) and red (sight) words that they will encounter in these stories during word presentation in each lesson. • STaR Stories—Vocabulary words that the students will hear in the story are also introduced. The story is then read aloud to the students, with the teacher engaging them in discussion about what is happening in the story and how vocabulary words are used throughout. The students celebrate the new words they have learned by creating oral and written sentences with the vocabulary words. 	

Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
The Reading Roots 4 th Edition teaches students to analyze story structure in each lesson as part of the STaR story review. On day 2 of each narrative lesson, students use the story star (levels 1 and 2) or story map (levels 3 and 4) to identify story elements and make connections within stories. In expository lessons, students use an idea tree to identify main idea and supporting details.
Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.
The Reading Roots 4 th Edition teaches point of view or purpose through interactive reading of STaR stories.
Integration of Knowledge and Ideas
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.¹
<p>Reading Roots 4th Edition lessons encourage students to utilize all aspects of a story or text, in addition to supporting media, to aid in comprehension.</p> <ul style="list-style-type: none"> • In narrative lessons, teachers model and students learn to evaluate illustrations in order to aid in their comprehension of a story. • In expository lessons, teachers model and students learn to include analysis of text features in their comprehension of the text. • Content from the award-winning PBS television program <i>Between the Lions</i> is used to introduce and reinforce letter sounds, sound blending, chunking, and word-meaning strategies. • Word Plays videos are lively skits that introduce the key vocabulary and story theme for each of the Shared Stories. Word Plays are essential for English language learners, but English-proficient students love them (and learn from them) as well.
Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
<p>Specific lessons in the Reading Roots 4th Edition curriculum ask students to compare texts in one of several ways:</p> <ul style="list-style-type: none"> • Narrative to narrative: For example, compare plots or outcomes across two stories. • Expository to expository: For example, comparing the text structures or two texts by the same author. • Narrative to expository: For example, how does understanding an expository topic help the reader understand the plot of a story.
Range of Reading and Level of Text Complexity
Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.
The Reading Roots 4 th Edition is based on a progression of reading skills delivered through phonics instruction, Shared Stories and STaR stories. Students learn to decode using phonics skills, read phonetically regular stories with partners, and understand story structure and vocabulary, all of which helps them become independent readers.

Section II: Alignment to English Language Arts Standards for

Reading: Literature

Grade 1
Key Ideas and Details
Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
Ask and answer questions about key details in a text.
<ul style="list-style-type: none"> Shared Stories All lessons 4-48 STaR Stories All lessons 1-48
Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Retell stories, including key details, and demonstrate understanding of their central message or lesson.
<ul style="list-style-type: none"> STaR Stories Day 2 of All lessons 1-48
Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Describe characters, settings, and major events in a story, using key details.
<ul style="list-style-type: none"> Shared Stories All lessons 4-48 STaR Stories Days 1 and 2 All lessons 1-48
Craft and Structure
Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<ul style="list-style-type: none"> Star Stories Lessons 2, 4, 18, 34
Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
<ul style="list-style-type: none"> STaR Stories
Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.
Identify who is telling the story at various points in a text.
<ul style="list-style-type: none"> STaR Stories (e.g., Lesson 34)
Integration of Knowledge and Ideas
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Use illustrations and details in a story to describe its characters, setting, or events.
<ul style="list-style-type: none"> Shared Stories All lessons 4-48 STaR stories All lessons 1-48
Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
(Not applicable to literature)
Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Compare and contrast the adventures and experiences of characters in stories.
<ul style="list-style-type: none"> Shared Stories All lessons 4-48 STaR Stories All lessons 1-48

Range of Reading and Level of Text Complexity
Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.
With prompting and support, read prose and poetry of appropriate complexity for grade 1.
<ul style="list-style-type: none"> Shared Stories All lessons 4-48

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

Grade 1	
Key Ideas and Details	
Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
Ask and answer questions about key details in a text.	
<ul style="list-style-type: none"> STaR Stories Lessons 6, 7, 9, 17, 19, 23, 29, 30, 36, 38, 40, 44, 45, 47, 	
Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
Identify the main topic and retell key details of a text.	
<ul style="list-style-type: none"> STaR Stories Lessons 6, 7, 9, 17, 19, 23, 29, 30, 36, 38, 40, 44, 45, 47, 	
Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
Describe the connection between two individuals, events, ideas, or pieces of information in a text.	
<ul style="list-style-type: none"> STaR Stories Lessons 6, 7, 9, 17, 19, 23, 29, 30, 36, 38, 40, 44, 45, 47, 	
Craft and Structure	
Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	
<ul style="list-style-type: none"> STaR Stories Lessons 6, 7, 9, 17, 19, 23, 29, 30, 36, 38, 40, 44, 45, 47, 	
Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	
<ul style="list-style-type: none"> STaR Stories Lessons 6, 7, 9, 17, 19, 23, 29, 30, 36, 38, 40, 44, 45, 47, 	
Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.	
Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	
<ul style="list-style-type: none"> STaR Stories Lessons 6, 7, 9, 17, 19, 23, 29, 30, 36, 38, 40, 44, 45, 47, 	
Integration of Knowledge and Ideas	
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
Use the illustrations and details in a text to describe its key ideas.	
<ul style="list-style-type: none"> STaR Stories Lessons 6, 7, 9, 17, 19, 23, 29, 30, 36, 38, 40, 44, 45, 47, 	
Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
Identify the reasons an author gives to support points in a text.	
<ul style="list-style-type: none"> STaR Stories Lessons 6, 7, 9, 17, 19, 23, 29, 30, 36, 38, 40, 44, 45, 47, 	
Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	
<ul style="list-style-type: none"> STaR Stories 	

Range of Reading and Level of Text Complexity
Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.
<ul style="list-style-type: none"> • With prompting and support, read informational texts appropriately complex for grade 1.
<ul style="list-style-type: none"> • Shared Stories in level 4 Lessons 38-48

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

Grade 1	
Print Concepts	
Demonstrate understanding of the organization and basic features of print.	
<ul style="list-style-type: none"> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). 	
<ul style="list-style-type: none"> Reading Roots 4th Edition teaches students to recognize features of a sentence in all Shared Stories. Students apply this skill in to their writing during Adventures in Writing on Day 3 (levels 1-3) and on Days 3 and 4 (Level 4). 	
Phonological Awareness	
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
<ul style="list-style-type: none"> Distinguish long from short vowel sounds in spoken single-syllable words. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 	
<ul style="list-style-type: none"> Reading Roots 4th Edition teaches students phonological awareness through fun, fast-paced, systematic FastTrack Phonics lessons. In early lessons, a single letter grapheme or consonant combination (“ch,” “sh,” “th,” and “ng”) is introduced each day. Once a grapheme (letter or letter group) is introduced, it is revisited extensively in future lessons as a part of daily teacher instruction and student practice. Subcomponents of FastTrack Phonics Stretch and Read and Say-It-Fast, engage students in blending and segmenting practice. Beginning in lesson 13, a series of vowel digraphs are taught. Because these graphemes are more difficult for young children to remember, the letter groups are introduced over a period of two lessons. 	
Phonics and Word Recognition	
Know and apply grade-level phonics and word analysis skills in decoding words.	
<ul style="list-style-type: none"> Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). Decode regularly spelled one-syllable words. Know final -e and common vowel team conventions for representing long vowel sounds. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. 	

<ul style="list-style-type: none"> • Decode two-syllable words following basic patterns by breaking the words into syllables. • Read words with inflectional endings. • Recognize and read grade-appropriate irregularly spelled words.
<ul style="list-style-type: none"> • In Reading Roots 4th Edition the FastTrack Phonics lessons engage students in daily activities that address each of these phonics and word analysis skills. • Students use decoding skills to read the phonetically regular Shared Stories. • Shared Stories teach students to read grade-appropriate irregularly spelled words.
Fluency
<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • Read grade-level text with purpose and understanding. • Read grade-level text orally with accuracy, appropriate rate, and expression. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<ul style="list-style-type: none"> • Students learn to read fluently one step at a time within the Shared Story section of the lessons. In the beginning, students focus on accuracy of reading. As accuracy increases, the focus shifts toward reading smoothly, with attention to periods, commas, and other punctuation. Reading with rich expression, like a storyteller, becomes the next goal. Finally, reading rate is tracked, and increases are celebrated, with continuing attention to the quality of the reading. By the end of the first grade, it is expected that the students will be reading at a rate of 60 words per minute. • STaR stories provide a model of fluent reading by teachers throughout the lessons.



Alignment to
The Common Core State Standards Initiative
College and Career Readiness Anchor Standards and
English Language Arts Standards for Reading

Introduction

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

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

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

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

Introduction

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

Much like Reading Wings 4th Edition, the Standards are researched and evidence-based. In addition, the Standards are aligned with college and work expectations, they are rigorous, and they are internationally benchmarked. Each standard was meticulously chosen as it related to college and career readiness. The Standards also emphasize, as does the Reading Wings curriculum, the importance of both literary and nonfiction texts in an English Language Arts curriculum. The Standards provide ten Anchor Standards based on Key Ideas and Details (1-3), Craft and Structure (4-6), Integration of Knowledge and Ideas (7-9), and Range of Reading and Level of Text Complexity (10), which are the same across three concentrations: Literature, Informational Text, and Foundational Skills. The standards that appear below the Anchor Standards in each of these three sections differ.

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

This document is organized as follows:

Section 1: Provides narrative detail of how and where the Anchor Standards are addressed in the Reading Wings 4th Edition curriculum for all grade levels.

Section 2: Provides lesson titles that address the Reading: Literature standards by grade level.

Section 3: Provides lesson titles that address the Reading: Informational Text standards by grade level.

Section 4: Provides specific lesson titles that address the Reading: Foundational Skills by grade levels 2-5 (they do not exist for grade 6).

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

Text Complexity and Leveling Texts

The Common Core State Standards Initiative specifies that text complexity increases across years of school, in addition to students growing their reading skills and being able to apply those skills to more complex texts. The Standards describe a Three-Part Model for Measuring Text Complexity: qualitative, quantitative, and reader and task consideration. SFAF uses a similar approach, taking into consideration the same qualities when determining in which level a particular text should be placed in order to achieve the most accurate placement.

Qualitative assessments of text require informed decision-making. The qualitative measures given in Appendix A of the Standards are: Levels of Meaning (literary text) or Purpose (informational text); Structure; Language Conventionality and Clarity; and Knowledge Demands. The SFAF development team assesses texts using these same categories to development a qualitative estimate of where the book should be placed. This assessment aids especially when looking at variances in quantitative assessments of texts.

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

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

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

Text Exemplars

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

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

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

Key Ideas and Details
<p>Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</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 formulate conclusions from and opinions on the text. Specific parts of daily lesson plans that call for students to process information for complete comprehension include:</p> <ul style="list-style-type: none"> • Team Talk question – Students discuss multiple comprehension questions and write the answer to one. Anticipated responses call for students to provide textual support of their answers to receive maximum points. • Team and Class Discussions – Students process their comprehension by discussing strategy use, answers to their written Team Talk question, and connecting other ideas from the text. • Student Test – Students individually answer, and then discuss in teams, the answers to multiple comprehension questions, with specific focus on providing supported answers to a question based on a targeted comprehension skill. • Adventures in Writing – This writing activity is based on the student reading and requires them to further their comprehension through a written project. <p>Related targeted skills: Drawing conclusions; Story Structure</p>
<p>Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>
<p>Students utilize graphic organizers throughout Reading Wings 4th Edition to determine and organize ideas within a text.</p> <ul style="list-style-type: none"> • Narrative lessons are based on the use of a story map, which requires students to determine characters, setting, problem, events, and solution in the story. Students use this visual aid to aid comprehension and keep central ideas in mind as they proceed with lesson activities, such as comprehension questions. They also use the organizer to summarize the solution to the main problem in the story. • Expository lessons utilize one of a variety of graphic organizers based on individual text structures (e.g., idea tree, T-chart, Venn diagram, sequence chain). Each of these organizers helps students visual the central concepts of nonfiction pieces and determine which supporting details relate to the main ideas. In addition, the expository process incorporated in Reading Wings 4th Edition calls for students to create a summary of the text during each cycle. • Summarizing is addressed through comprehension-monitoring strategy lessons called The Savvy Reader. Through these lessons, students learn the basic tenants of summarizing by choosing main or central ideas and supporting details, while eliminating less important details. <p>Related targeted skills: Main idea; Setting; Summarizing; Theme.</p>

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

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

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

Related targeted skills: Cause and effect; Compare and contrast; Problem and solution; Sequencing; Story structure; Characterization; Mood; Plot; Setting; Theme; Predicting; Questioning.

Craft and Structure

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

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

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

Related targeted skills: Clarifying; Figurative language; Literary techniques.

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

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

- In narrative lessons, Story structure, Author's purpose, and Genre structure lessons develop students' senses of texts as a whole. These skills give the students the purpose of comprehending texts as whole works rather than isolated passages. Story structure lessons instruct students that, in general, narrative works follow similar form with characters, settings, problem, main events, and solution. They not only helps students know what to expect from a particular story, but also see how this story relates to previous works they have read. Author's purpose lessons help students understand what the author wants them to gain from reading the story, in order to expand their comprehension beyond story details. Finally, Genre structure lessons give students a better understanding of literature in general and how stories fall in to specific categories. This knowledge and identifying genres before reading, gives students background necessary to anticipate and better comprehend what they will read.
- In expository lessons, Text features and Text structure lessons help students grapple with nonfiction texts and help them 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 that add to their understanding of the big topic and the text as a whole. Text structure lessons help students categorize a nonfiction text using an understanding of expository texts in general. This helps students anticipate and better comprehend what they will read.

Related targeted skills: Story structure; Author's Purpose; Genre structure; Text features; Text structure.

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

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

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

Related targeted skills: Author's purpose; Characterization; Point of view; Main idea; Fact and opinion.

Integration of Knowledge and Ideas

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

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

- In narrative lessons, teachers model and students learn to evaluate illustrations in order to aid in their comprehension of a story.
- In expository lessons, teachers model 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 create questions that may be answered in anticipation of reading.
- Student process videos ask students to analyze what they see student teams doing in a video, and then ask students to evaluate those students, and utilize the explained process in their own student work.
- Fluency videos ask students to evaluate videos of students demonstrating fluency, or lack thereof, and assign an appropriate score.
- Strategy videos ask students to engage with core comprehension-monitoring strategies, and build excitement about using the strategy to aid in their own reading.
- Active instruction of targeted skills is also available for presentation on interactive whiteboards, which helps students visualize skill use, in addition to showing graphic organizers and other student tasks in a visual way for better comprehension.

Related targeted skills: Text features

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

All targeted skills in Reading Wings 4th Edition lessons ask students to grapple with information by evaluating it and seeing how it relates to the text as a whole, and well as providing evidence for their thinking. Students engage in this process at different levels throughout the curriculum. Introduction and Definition lessons, as well as Prompt and Reinforce lessons, set the stage for this process and build students understanding of the purpose of reading and evaluating such that they can independently evaluate stories and texts by later grades in Independent Use lessons.

Related targeted skills: Author's purpose; Compare and contrast; Cause and effect; Drawing conclusions; Fact and opinion; Main idea; Sequencing.

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

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

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

Range of Reading and Level of Text Complexity

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

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

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

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

Grade 2	
Key Ideas and Details	
Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	
<ul style="list-style-type: none"> • The Savvy Reader: Questioning. • Story structure: Jessica. • Drawing conclusions: Jamaica's Find; Little Rabbit's Loose Tooth; The One in the Middle is the Green Kangaroo. 	
Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	
<ul style="list-style-type: none"> • The Savvy Reader: Summarizing. • Plot: The Wednesday Surprise. • Story Structure: Jessica. • Throughout the Reading Wings curriculum, students read a variety of texts that represent different cultures as well as different versions of popular stories. 	
Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
Describe how characters in a story respond to major events and challenges.	
<ul style="list-style-type: none"> • Characterization: Julius. • Problem and Solution: Arthur's New Puppy; Mr. Putter and Tabby Walk the Dog; The Boy Who Didn't Believe in Spring; Who Has Time? 	
Craft and Structure	
Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	
<ul style="list-style-type: none"> • Figurative Language: Julian, Dream Doctor. 	
Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	
<ul style="list-style-type: none"> • Story Structure: Jessica. 	

Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.
Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
<ul style="list-style-type: none"> Characterization: Julius.
Integration of Knowledge and Ideas
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<ul style="list-style-type: none"> Characterization: Julius. Setting: Gila Monsters Meet You and the Airport; Abuela; Island Snapshots. Plot: The Wednesday Surprise. Background Video included in: The Boy Who Didn't Believe in Spring.
Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
(Not applicable to literature)
Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
<ul style="list-style-type: none"> Linked lessons: The Boy Who Didn't Believe in Spring/Who Has Time? <small>*Note: These two lessons are not versions of the same story but ask students to make comparisons between the problems and solutions in the story and how the characters deal with their scenarios.</small> Throughout the Targeted Treasure Hunt lessons, students are asked to compare and contrast elements of various texts that have a similar topic through discussion when building background or activating prior knowledge, when making connections to the Listening Comprehension text, and through Team Talk Extenders. <small>*Note: These activities mostly ask students to compare and contrast two different texts by various authors.</small>
Range of Reading and Level of Text Complexity
Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.
By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<ul style="list-style-type: none"> The Savvy Reader: Clarifying Prompt and Reinforce lessons: The One in the Middle is the Green Kangaroo; Pickle Parade; Mole Bakes Bread; Truman's Aunt Farm.

Grade 3

Key Ideas and Details

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

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

- The Savvy Reader: Questioning
- Story structure: The Paper Bag Princess.
- Drawing conclusions: Lon Po Po; The Shoeshine Girl.

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

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

- Theme: Walking for Freedom Cycle 2
- Plot: Mufaro's Beautiful Daughters.
- Throughout the Reading Wings curriculum, students read a variety of texts that represent different cultures as well as different versions of popular stories.

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

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

- Characterization: The Chalkbox Kid; Shoeshine Girl Cycle 3; Chang's Paper Pony.
- Problem and Solution: A New Coat for Anna; Too Many Tamales; Freckle Juice.
- Sequence: Zack Files: My Grandma Major League Slugger.

Craft and Structure

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

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

- The Savvy Reader: Clarifying
- Figurative language: Team Talk questions and comprehension questions on the test include questions based on the targeted skill and non-targeted skills, which can include figurative language.

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

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

- Story structure: The Paper Bag Princess
- Plot: Mufaro's Beautiful Daughters
- Problem and Solution: A New Coat for Anna, Too Many Tamales, Freckle Juice

Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.
Distinguish their own point of view from that of the narrator or those of the characters.
<ul style="list-style-type: none"> Drawing conclusions: Lon Po Po; The Shoeshine Girl.
Integration of Knowledge and Ideas
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
<ul style="list-style-type: none"> Characterization: The Chalk Box Kid; Shoeshine Girl Cycle 3; Chang's Paper Pony.
Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
(Not applicable to literature)
Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
<ul style="list-style-type: none"> Linked lessons: Mufaro's Beautiful Daughters/Lon Po Po <small>*Note: These two lessons are not written by the same author but ask students to compare the themes, settings, and plots in both stories.</small> Throughout the Targeted Treasure Hunt lessons, students are asked to compare and contrast elements of various texts that have a similar topic through discussion when building background or activating prior knowledge, when making connections to the Listening Comprehension text, and through Team Talk Extenders. <small>*Note: These activities mostly ask students to compare and contrast two different texts by various authors.</small>
Range of Reading and Level of Text Complexity
Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
<ul style="list-style-type: none"> Prompt and Reinforce lessons: Shoeshine Girl; Chang's Paper Pony; Too Many Tamales; Good Work; Amelia Bedelia; Zack Files: My Grandma Major League Slugger; Freckle Juice; , Merlin and the Dragon.

Grade 4	
Key Ideas and Details	
Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	
<ul style="list-style-type: none"> • The Savvy Reader: Clarifying • The Savvy Reader: Questioning • The Savvy Reader: Predicting • Story structure: Midnight Horse Cycle 2 • Drawing conclusions: Fantastic Mr. Fox Cycle 1; Tales of a Fourth Grade Nothing Cycle 1; Charlotte’s Web Cycle 3; Lily’s Crossing Cycle 3; Honey I Love. 	
Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
Determine a theme of a story, drama, or poem from details in the text; summarize the text.	
<ul style="list-style-type: none"> • Theme: Uncle Jed’s Barbershop. • The Savvy Reader: Summarizing 	
Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).	
<ul style="list-style-type: none"> • Characterization: Tales of a Fourth Grade Nothing Cycle 2; Charlotte’s Web Cycle 1; Lily’s Crossing Cycle 1; Lily’s Crossing Cycle 4. • Setting: Charlotte’s Web Cycle 2. • Story Structure: Midnight Horse Cycle 2. • Plot: Charlotte’s Web Cycle 4. • Compare and Contrast: Tales of a Fourth Grade Nothing Cycle 3; All For the Better. 	
Craft and Structure	
Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	
<ul style="list-style-type: none"> • The Savvy Reader: Clarifying. • Figurative Language: Midnight Horse Cycle 1. • Word Power: Connotation/denotation lessons (Charlotte’s Web Cycle 1; Midnight Horse Cycle 1; To the Top!) 	

Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
<ul style="list-style-type: none"> Adventures in Writing: Honey I Love. *Note: The writing activity included in this lesson discusses the structural elements of a poem. Adventures in Writing: Song of the Trees *Note: The writing activity included in this lesson discusses personification and students write a poem using the structural elements.
Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.
Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
<ul style="list-style-type: none"> Fact and opinion: To The Top. The exploration of fact and opinion asks students to explore how people view the world, and situations, differently.
Integration of Knowledge and Ideas
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
<ul style="list-style-type: none"> Background Video included in: Fantastic Mr. Fox Cycle 1; Song of the Trees; Johan Reinhard: Discovering Ancient Civilizations.
Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
(Not applicable to literature)
Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
<ul style="list-style-type: none"> Throughout the Targeted Treasure Hunt lessons, students are asked to compare and contrast elements of various texts that have a similar topic through discussion when building background or activating prior knowledge, when making connections to the Listening Comprehension text, and through Team Talk Extenders. *Note: These activities mostly ask students to compare and contrast two different texts by various authors.
Range of Reading and Level of Text Complexity
Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<ul style="list-style-type: none"> Prompt and Reinforce lessons: Fantastic Mr. Fox Cycle 1; Fantastic Mr. Fox Cycle 2; Wump World; Tales of a Fourth Grade Nothing Cycle 1; Tales of a Fourth grade Nothing Cycle 3; Charlotte's Web Cycle 1; Charlotte's Web Cycle 3; All for the Better; To the Top!; Lily's Crossing Cycle 1; Lily's Crossing Cycle 2; Lily's Crossing Cycle 4. Independent Use lessons: Honey, I Love.

Grade 5

Key Ideas and Details

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

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

- The Savvy Reader: Clarifying
- The Savvy Reader: Questioning
- The Savvy Reader: Predicting
- Drawing conclusions: Darnell Rock Reporting Cycle 1; Bridge to Terabithia Cycle 3; Belle Prater's Boy Cycle 4.

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

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

- Theme: Hey World, Here I Am! Cycle 1; Hey World; Here I Am! Cycle 2
- Characterization: Belle Prater's Boy Cycle 2; Belle Prater's Boy Cycle 3; Misty of Chincoteague Cycle 2.
- The Savvy Reader: Summarizing

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

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

- Compare and contrast: Darnell Rock Reporting Cycle 3; Belle Prater's Boy Cycle 1; Dear Benjamin Banneker Cycle 1.
*Note: Dear Benjamin Banneker compares characters and events between two different stories by two different authors.
- Characterization: Belle Prater's Boy Cycle 3; Misty of Chincoteague Cycle 2.

Craft and Structure

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

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

- Figurative language: Team Talk questions and comprehension questions on the test include questions based on the targeted skill and non-targeted skills, which can include figurative language.
- The Savvy Reader: Clarifying.

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

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

- Story structure: Darnell Rock Reporting Cycle 2.

Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.
Describe how a narrator's or speaker's point of view influences how events are described.
<ul style="list-style-type: none"> Point of view: Colonial Life: The Adventures of Benjamin Wilcox. *Note: This lesson asks students to identify various points of view and provide explanations for how they determine point of view.
Integration of Knowledge and Ideas
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
<ul style="list-style-type: none"> Background Video included in: Colonial Life: The Adventures of Benjamin Wilcox; Misty of Chincoteague Cycle 1.
Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
(Not applicable to literature)
Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
<ul style="list-style-type: none"> Linked lessons: William Shakespeare and the Globe/Dear Benjamin Banneker. *Note: These linked lessons ask students to compare and contrast characters and events in two different biographies. Throughout the Targeted Treasure Hunt lessons, students are asked to compare and contrast elements of various stories that have a similar topic or theme through discussion when building background or activating prior knowledge, when making connections to the Listening Comprehension text, and through Team Talk Extenders. *Note: These activities mostly ask students to compare and contrast two different stories by various authors.
Range of Reading and Level of Text Complexity
Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
<ul style="list-style-type: none"> Independent Use lessons: Misty of Chincoteague Cycle 3; Misty of Chincoteague Cycle 2; Belle Prater's Boy Cycle 1; Dear Benjamin Banneker; Belle Prater's Boy Cycle 4

Grade 6	
Key Ideas and Details	
Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
<ul style="list-style-type: none"> • The Savvy Reader: Clarifying • The Savvy Reader: Questioning • The Savvy Reader: Predicting • Drawing conclusions: From the Mixed-up Files of Mrs. Basil E. Frankweiler Cycle 3; Dave at Night Cycle 3. 	
Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	
<ul style="list-style-type: none"> • Theme: Number the Stars Cycle 3; Julie of the Wolves Cycle 2. • Plot: Dave At Night Cycle 5; The Lion, the Witch and the Wardrobe Cycle 5. • The Savvy Reader: Summarizing 	
Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	
<ul style="list-style-type: none"> • Plot: Dave at Night Cycle 5; Lion, the Witch and the Wardrobe Cycle 5. • Characterization: Number the Stars Cycle 1; Dave at Night Cycle 4; The Lion, the Witch and the Wardrobe Cycle 4; Julie of the Wolves Cycle 3. • Sequencing: From the Mixed-up Files of Mrs. Basil E. Frankweiler Cycle 2. • Story Structure: Dave at Night Cycle 1. 	
Craft and Structure	
Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	
<ul style="list-style-type: none"> • The Savvy Reader: Clarifying • Literary techniques: The Lion, the Witch, and the Wardrobe Cycle 3. • Figurative language: Team Talk questions and comprehension questions on the test include questions based on the targeted skill and non-targeted skills, which can include figurative language. • Word Power lessons: Connotation and denotation lessons (From the Mixed-up Files of Mrs. Basil E. Frankweiler Cycle 1; Dave at Night Cycle 2; Julie of the Wolves Cycle 4; The Lion, the Witch and the Wardrobe Cycle 5) 	

Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
<ul style="list-style-type: none"> • Story structure: Dave at Night Cycle 1. • Theme: Number the Stars Cycle 3; Julie of the Wolves Cycle 2. • Plot: Dave at Night Cycle 5, The Lion, the Witch, and the Wardrobe Cycle 5. • Setting: Julie of the Wolves Cycle 2.
Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.
Explain how an author develops the point of view of the narrator or speaker in a text.
<ul style="list-style-type: none"> • Point of view: The Lion, the Witch, and the Wardrobe Cycle 2
Integration of Knowledge and Ideas
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
<ul style="list-style-type: none"> • Students can experience texts in different ways in Reading Wings 4th edition. Often the teacher reads aloud from the student text for Listening Comprehension, during which students integrate their listening skills with their learning. In addition, students can present texts in a variety of ways during Book Club. Audio segments, videos, and even live reenactments of scenes from a story are all options to help students explore different ways to experience a written piece.
Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
(Not applicable to literature)
Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
<ul style="list-style-type: none"> • Throughout the Targeted Treasure Hunt lessons, students are asked to compare and contrast elements of various stories that have a similar topic or theme through discussion when building background or activating prior knowledge, when making connections to the Listening Comprehension text, and through Team Talk Extenders. <p><small>*Note: These activities mostly ask students to compare and contrast two different stories by various authors.</small></p>
Range of Reading and Level of Text Complexity
Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.
By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<ul style="list-style-type: none"> • Independent Use lessons: Number the Stars Cycle 2; From the Mixed-up Files of Mrs. Basil E. Frankweiler Cycle 1; From the Mixed-up Files of Mrs. Basil E. Frankweiler Cycle 2; From the Mixed-up Files of Mrs. Basil E. Frankweiler Cycle 3; From the Mixed-up Files of Mrs. Basil E. Frankweiler Cycle 4; Dave at Night Cycle 1; Dave at Night Cycle 2; Dave at Night Cycle 3; The Lion, the Witch, and the Wardrobe Cycle 1; The Lion, the Witch, and the Wardrobe Cycle 4; Julie of the Wolves Cycle 2; Julie of the Wolves Cycle 3.

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

Grade 2	
Key Ideas and Details	
Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	
<ul style="list-style-type: none"> The Savvy Reader: Questioning, 	
Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	
<ul style="list-style-type: none"> Main ideas and supporting details: Volunteers, In the Time of Dinosaurs, 	
Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	
<ul style="list-style-type: none"> Sequencing: The Science Fair. Cause and Effect: A City Grows, Using Energy Wisely. 	
Craft and Structure	
Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	
<ul style="list-style-type: none"> The Savvy Reader: Clarifying. Vocabulary routines: Daily vocabulary routines introduce students to domain-specific words in expository lesson cycles and ask them to determine their meaning within and outside of the text. 	
Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	
<ul style="list-style-type: none"> Text features: Rockets and Spaceships, Bugs! Bugs! Bugs! 	
Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.	
Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	
<ul style="list-style-type: none"> TIGRRS: All expository lessons ask students to identify the author's purpose as part of the TIGRRS process by predicting author's purpose before reading and confirming author's purpose during and after reading. 	

Integration of Knowledge and Ideas
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
<ul style="list-style-type: none"> Text features: Rockets and Spaceships, Bugs! Bugs! Bugs! Background Video included in: In the Time of the Dinosaurs.
Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
Describe how reasons support specific points the author makes in a text.
<ul style="list-style-type: none"> Main ideas and supporting details: Volunteers, In the Time of Dinosaurs. Fact and opinion: Wonderfully Weird Animals.
Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Compare and contrast the most important points presented by two texts on the same topic.
<ul style="list-style-type: none"> Linked lessons: In the Time of the Dinosaurs/Investigating Your Backyard <small>*Note: These two texts do not discuss the same main topic, but ask students to compare similar subtopics within the two texts.</small> Throughout the Targeted Treasure Hunt lessons, students are asked to compare and contrast elements of various texts that have a similar topic through discussion when building background or activating prior knowledge, when making connections to the Listening Comprehension text, and through Team Talk Extenders. <small>*Note: These activities mostly ask students to compare and contrast two different texts by various authors.</small>
Range of Reading and Level of Text Complexity
Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.
By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<ul style="list-style-type: none"> Prompt and reinforce lessons: Using Energy Wisely; Investigating Your Backyard; Winking, Blinking, Wiggling, and Wagging; Volunteers; In the Time of the Dinosaurs; Bugs! Bugs! Bugs!; Pickle Parade; Mole Bakes Bread; Truman’s Aunt Farm; Little Rabbit’s Loose Tooth; One in the Middle is the Green Kangaroo; Mr. Putter and Tabby Walk the Dog; The Boy Who Didn’t Believe In Spring; Who Has Time?; Abuela; Island Snapshots

Grade 3	
Key Ideas and Details	
Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
<ul style="list-style-type: none"> The Savvy Reader: Questioning. 	
Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
Determine the main idea of a text; recount the key details and explain how they support the main idea.	
<ul style="list-style-type: none"> The Savvy Reader: Summarizing. Main ideas and supporting details: Corn is Maize; Up a Rainforest Tree; Travels Across America: The Midwest. TIGRRS: All expository lessons ask students to identify the text structure as part of the TIGRRS process by looking for clues in the text that indicate text structure, and selecting and completing the appropriate graphic organizer for the text. (Such as compare/contrast, cause/effect, main ideas and supporting details, etc.) 	
Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	
<ul style="list-style-type: none"> Cause and effect: Pompeii...Buried Alive!; An Immigrant Community of the 1900s. Sequencing: Finding the Titanic; From Cow to Ice Cream. TIGRRS: All expository lessons ask students to identify the text structure as part of the TIGRRS process by looking for clues in the text that indicate text structure, and selecting and completing the appropriate graphic organizer for the text. (Such as compare/contrast, cause/effect, main ideas and supporting details, etc.) 	
Craft and Structure	
Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	
<ul style="list-style-type: none"> The Savvy Reader: Clarifying. Vocabulary routines: Daily vocabulary routines introduce students to domain-specific words in expository lesson cycles and ask them to determine their meaning within and outside of the text. 	
Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	
<ul style="list-style-type: none"> Text features: Civilizations Past to Present: Greece. 	

Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.
Distinguish their own point of view from that of the author of a text.
<ul style="list-style-type: none"> Fact and opinion: Tut's Mummy...Lost and Found. The exploration of fact and opinion asks students to explore how people view the world, and situations, differently.
Integration of Knowledge and Ideas
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
<ul style="list-style-type: none"> Text features: Civilizations Past to Present: Greece.
Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
<ul style="list-style-type: none"> Compare and contrast: Civilizations Past to Present: China; Civilizations Past to Present: Rome; Civilizations Past to Present: Egypt; Travels Across America: The Northeast; Swampland. Cause and effect: Pompeii...Buried Alive!; An Immigrant Community of the 1900s. Sequencing: Finding the Titanic; From Cow to Ice Cream.
Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Compare and contrast the most important points and key details presented in two texts on the same topic.
<ul style="list-style-type: none"> Linked lessons: Travels Across America: The Midwest/Travels Across America: The Northeast. Throughout the Targeted Treasure Hunt lessons, students are asked to compare and contrast elements of various texts that have a similar topic through discussion when building background or activating prior knowledge, when making connections to the Listening Comprehension text, and through Team Talk Extenders. <p><small>*Note: These activities mostly ask students to compare and contrast two different texts by various authors.</small></p>
Range of Reading and Level of Text Complexity
Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.
By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
<ul style="list-style-type: none"> Prompt and Reinforce lessons: An Immigrant Community of the 1900s; Civilizations Past to Present: Rome; Civilizations Past to Present: Egypt; Travels Across America: The Northeast; Swampland; Up a Rainforest Tree; Travels Across America: The Midwest; From Cow to Ice Cream.

Grade 4

Key Ideas and Details

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

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

- The Savvy Reader: Clarifying.
- The Savvy Reading: Questioning.
- The Savvy Reader: Predicting.
- Drawing conclusions: Travels Across America: The Southeast.

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

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

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

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

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

- Cause and effect: Protecting the Planet; Trail of Tears; Johan Reinhard: Discovering Ancient Civilizations; Oceans.
- Sequencing: If You Traveled West In a Covered Wagon Cycle 1.

Craft and Structure

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

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

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

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

Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

- TIGRRS: All expository lessons ask students to identify the text structure as part of the TIGRRS process by looking for clues in the text that indicate text structure, and selecting and completing the appropriate graphic organizer for the text. (Such as compare/contrast, cause/effect, main ideas and supporting details, etc.)

Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.
Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
<ul style="list-style-type: none"> During all lessons, students are encouraged to draw on background knowledge, which enables them to understand their own firsthand account of situations, and compare them to the accounts of people in an informational text. In addition, informational texts within Reading Wings 4th edition provide varying viewpoints on a variety of expository topics.
Integration of Knowledge and Ideas
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
<ul style="list-style-type: none"> Text features: Amazing Animals. Background Video included in: Johan Reinhard: Discovering Ancient Civilizations.
Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
Explain how an author uses reasons and evidence to support particular points in a text.
<ul style="list-style-type: none"> Main ideas and supporting details: The Hopi; Will We Miss Them? Endangered Species. Fact and opinion: Travels Across America: The Southeast; Life in the Rainforest.
Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
<ul style="list-style-type: none"> Linked texts: Trail of Tears/The Hopi; John Reinhard: Discovering Ancient Civilizations/Paul Serano: Digging for Dinosaurs. Throughout the Targeted Treasure Hunt lessons, students are asked to integrate information from various texts through discussion when building background or activating prior knowledge, when making connections to the Listening Comprehension text, and through Team Talk Extenders.
Range of Reading and Level of Text Complexity
Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.
By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<ul style="list-style-type: none"> Prompt and Reinforce lessons: Protecting the Planet; Trail of Tears; Johan Reinhard: Discovering Ancient Civilizations; Oceans; Kids Communicate; Paul Serano: Digging for Dinosaurs; The Hopi; If You Traveled West in a Covered Wagon Cycle 1. Independent Use lessons: If You Traveled West in a Covered Wagon Cycle 2; Travels Across America: The Southeast; Will We Miss Them? Endangered Species.

Grade 5	
Key Ideas and Details	
Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
<ul style="list-style-type: none"> • The Savvy Reader: Clarifying. • The Savvy Reading: Questioning. • The Savvy Reader: Predicting. • Drawing conclusions: Animal Defenses. 	
Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	
<ul style="list-style-type: none"> • The Savvy Reader: Summarizing. • Main ideas and supporting details: If You Lived at the Time of the Great San Francisco Earthquake Cycle 1; If You Lived at the Time of the Great San Francisco Earthquake Cycle 2; William Shakespeare & the Globe. • TIGRRS: All expository lessons ask students to identify the text structure as part of the TIGRRS process by looking for clues in the text that indicate text structure, and selecting and completing the appropriate graphic organizer for the text. (Such as compare/contrast, cause/effect, main ideas and supporting details, etc.) 	
Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	
<ul style="list-style-type: none"> • Cause and effect: Pollution and Waste; Volcanoes and Earthquakes. • Sequencing: The Human Body. • Compare and contrast: You Wouldn't Want to be in a Medieval Dungeon. 	
Craft and Structure	
Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .	
<ul style="list-style-type: none"> • The Savvy Reader: Clarifying. • Vocabulary routines: Daily vocabulary routines introduce students to domain-specific words in expository lesson cycles and ask them to determine their meaning within and outside of the text. 	

Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
<ul style="list-style-type: none"> Throughout the Targeted Treasure Hunt lessons, students are asked to compare and contrast elements of various texts that have a similar topic through discussion when building background or activating prior knowledge, when making connections to the Listening Comprehension text, and through Team Talk Extenders. *Note: These activities mostly ask students to compare and contrast two different texts by various authors.
Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
<ul style="list-style-type: none"> Fact and opinion: Disasters at Sea. The exploration of fact and opinion asks students to explore how people view the world, and situations, differently. By discussing their own opinions and the opinions of others, students learn various points of view.
Integration of Knowledge and Ideas
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
<ul style="list-style-type: none"> Linked lessons: You Wouldn't Want to be a Pirate's Prisoner/You Wouldn't Want to be in a Medieval Dungeon. Background Video included in: Volcanoes and Earthquakes.
Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
<ul style="list-style-type: none"> Main ideas and supporting details: If You Lived at the Time of the Great San Francisco Earthquake Cycle 1; If You Lived at the Time of the Great San Francisco Earthquake Cycle 2; William Shakespeare & the Globe. Fact and Opinion: Disasters at Sea.
Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
<ul style="list-style-type: none"> Linked lessons: You Wouldn't Want to be a Pirate's Prisoner/You Wouldn't Want to be in a Medieval Dungeon. *Note: The two texts in these lessons do not share the same big topic, but share similar subtopics that students are asked to compare and contrast. Throughout the Targeted Treasure Hunt lessons, students are asked to integrate information from various texts through discussion when building background or activating prior knowledge, when making connections to the Listening Comprehension text, and through Team Talk Extenders.

Range of Reading and Level of Text Complexity
Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.
By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
<ul style="list-style-type: none">Independent Use lessons: Volcanoes and Earthquakes; You Wouldn't Want to be in a Medieval Dungeon; Animal Defenses; William Shakespeare & the Globe; You Wouldn't Want to be a Pirate's Prisoner.

Grade 6	
Key Ideas and Details	
Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
<ul style="list-style-type: none"> • The Savvy Reader: Clarifying. • The Savvy Reading: Questioning. • The Savvy Reader: Predicting. • Drawing conclusions: The Bermuda Triangle. 	
Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	
<ul style="list-style-type: none"> • The Savvy Reader: Summarizing. • Main ideas and supporting details: Weather, Muscles: Our Muscular System. 	
Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	
<ul style="list-style-type: none"> • Problem and solution: Children of the Dust Bowl: The True Story of the School at Weedpatch Camp Cycle 1. • Cause and effect: Fire in Their Eyes Cycle 1; Food and Feasts in the Middle Ages; Children of the Dust Bowl: The True Story of the School at Weedpatch Camp Cycle 2. • Team Talk Questions: Team Talk Questions ask students to support their answers by using evidence from the text to explain how important ideas or events from the text are introduced and elaborated. 	
Craft and Structure	
Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	
<ul style="list-style-type: none"> • The Savvy Reader: Clarifying. • Vocabulary routines: Daily vocabulary routines introduce students to vocabulary in expository lesson cycles and ask them to determine their meaning within and outside of the text. 	
Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	
<ul style="list-style-type: none"> • Text structure: Garbage and Recycling; The Nervous System; Backstage at a Movie Set. 	

Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.
Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
<ul style="list-style-type: none"> • Author's purpose: Team Talk questions and comprehension questions on the test include questions based on the targeted skill and non-targeted skills, which can include author's purpose. • TIGRRS: All expository lessons ask students to identify the author's purpose as part of the TIGRRS process by predicting author's purpose before reading and confirming author's purpose during and after reading.
Integration of Knowledge and Ideas
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<ul style="list-style-type: none"> • Background Video included in: The Bermuda Triangle; Don't Know Much About the Solar System; Children of the Dust Bowl: The True Story of the School at Weedpatch Camp Cycle 1.
Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
<ul style="list-style-type: none"> • Fact and Opinion: Fire in Their Eyes Cycle 2.
Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
<ul style="list-style-type: none"> • Throughout the Targeted Treasure Hunt lessons, students are asked to compare and contrast elements of various texts that have a similar topic through discussion when building background or activating prior knowledge, when making connections to the Listening Comprehension text, and through Team Talk Extenders. <p><small>*Note: These activities mostly ask students to compare and contrast two different texts by various authors.</small></p>
Range of Reading and Level of Text Complexity
Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.
By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<ul style="list-style-type: none"> • Independent Use lessons: Weather, The Bermuda Triangle; Muscles: Our Muscular System; Fire in Their Eyes Cycle 1; Food and Feasts in the Middle Ages; Children of the Dust Bowl: The True Story of the School at Weedpatch Camp Cycle 2; Two Cultures Meet; Backstage at a Movie Set.

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

Grade 2	
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words.	<ul style="list-style-type: none"> • Distinguish long and short vowels when reading regularly spelled one-syllable words. • Know spelling-sound correspondences for additional common vowel teams. • Decode regularly spelled two-syllable words with long vowels. • Decode words with common prefixes and suffixes. • Identify words with inconsistent but common spelling-sound correspondences. • Recognize and read grade-appropriate irregularly spelled words.
	<ul style="list-style-type: none"> • Word Power teaches students how to break down words into recognizable, easier-to-read parts. The lessons equip the students with the skills they need to read and to understand longer words. These skills include reading base word + endings and endings or prefixes, reading compound words and contractions, and dividing words into “chunks” or recognizable sound/syllable parts that can be identified automatically and read together to form a word. <ul style="list-style-type: none"> ○ R-controlled vowels: In the Time of the Dinosaurs, Using Energy Wisely. ○ Blends: Julius. ○ Digraphs: Who Has Time? ○ Diphthongs: Arthurs’s New Puppy; Investigating Your Backyard; Little Rabbit’s Loose Tooth. ○ Irregular vowel patterns: Homes Across America. ○ Word Families: Abuela. ○ Chunking: Rockets and Spaceships; A City Grows; One in the Middle is the Green Kangaroo. ○ Base word plus suffix: Ruby the Copycat; Island Snapshots; Mole Bakes Bread; Bugs! Bugs! Bugs!; Winking, Blinking, Wiggling, and Wagging. ○ Base word plus suffix, blends: Jamaica’s Find; Jessica. ○ Prefix plus base word: Volunteers. • During Introduce Vocabulary and Review Vocabulary teachers model specific identification strategies and word patterns when presenting the words using My Turn, Your Turn. • Students learn the importance of decoding through the clarifying process, taught in The Savvy Reader: Clarifying. They learn to clarify words at the pronunciation level using several word strategies. The clarifying process is embedded throughout all other Targeted Treasure Hunts.

Fluency
<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • Read grade-level text with purpose and understanding. • Read grade-level text orally with accuracy, appropriate rate, and expression. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<ul style="list-style-type: none"> • Students read aloud during Partner Reading and Fluency Team Practice. During each of these activities, students should use appropriate fluency rate, rhythm, smoothness, accuracy, and expression. • After Partner Reading, students answer Team Talk questions to check their comprehension of the text. • During Fluency Team Practice students take turns reading out loud 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

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

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

- Word Power teaches students how to break down words into recognizable, easier-to-read parts. The lessons equip the students with the skills they need to read and to understand longer words. These skills include reading base word + endings and endings or prefixes, reading compound words and contractions, and dividing words into “chunks” or recognizable sound/syllable parts that can be identified automatically and read together to form a word.
 - Chunking: Finding the Titanic, Pompeii...Buried Alive!; Travels Across America: The Northeast; Shoeshine Girl Cycle 3.
 - Base word plus suffix: From Cow to Ice Cream; A New Coat for Anna; The Chalk Box Kid; Egyptian Cinderella; Freckle Juice; Mufaro’s Beautiful Daughters; Walking for Freedom Cycle 2; Tut’s Mummy....Lost and Found; An Immigrant Community of the 1900s; Swampeland.
 - Prefix plus base word: Too Many Tamales; Three Little Javelinas; Walking for Freedom Cycle 1; Civilizations Past to Present: Greece.
- During Introduce Vocabulary and Review Vocabulary teachers model specific identification strategies and word patterns when presenting the words using My Turn, Your Turn.
- Students learn the importance of decoding through the clarifying process, taught in The Savvy Reader: Clarifying. 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

4. Read with sufficient accuracy and fluency to support comprehension.

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

Grade 4

Phonics and Word Recognition

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

- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- Word Power teaches students how to break down words into recognizable, easier-to-read parts. The lessons equip the students with the skills they need to read and to understand longer words. These skills include reading base word + endings and endings or prefixes, reading compound words and contractions, and dividing words into “chunks” or recognizable sound/syllable parts that can be identified automatically and read together to form a word.
 - Chunking: Charlotte’s Web Cycle 3; Charlotte’s Web Cycle 4; Lily’s Crossing Cycle 1.
 - Base word plus suffix: Fantastic Mr. Fox Cycle 2; Kids Communicate; Tales of a Fourth Grade Nothing Cycle 3; Honey, I Love; Lily’s Crossing Cycle 2; Lily’s Crossing Cycle 4; If You Traveled West in a Covered Wagon Cycle 2.
 - Prefix plus base word: Trail of Tears; Paul Serano: Digging for Dinosaurs.
 - Latin and/or Greek roots: All for the Better; Amazing Animals.
 - Compound words: Uncle Jed’s Barbershop.
- During Introduce Vocabulary and Review Vocabulary teachers model specific identification strategies and word patterns when presenting the words using My Turn, Your Turn.
- Students learn the importance of decoding through the clarifying process, taught in The Savvy Reader: Clarifying. 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

4. Read with sufficient accuracy and fluency to support comprehension.

- Read grade-level text with purpose and understanding.
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- Students read aloud during Partner Reading and Fluency Team Practice. During each of these activities, students should use appropriate fluency rate, rhythm, smoothness, accuracy, and expression.
- After Partner Reading, students answer Team Talk questions to check their comprehension of the text.
- During Fluency Team Practice students take turns reading out loud 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

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

- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- Word Power teaches students how to break down words into recognizable, easier-to-read parts. The lessons equip the students with the skills they need to read and to understand longer words. These skills include reading base word + endings and endings or prefixes, reading compound words and contractions, and dividing words into “chunks” or recognizable sound/syllable parts that can be identified automatically and read together to form a word.
 - Chunking: Darnell Rock Reporting Cycle 4; Bridge to Terabithia Cycle 1; Bridge to Terabithia Cycle 3; Pollution and Waste; Belle Prater’s Boy cycle 2.
 - Prefix plus base word: Darnell Rock Reporting Cycle 3; To Space and Back; Belle Prater’s Boy Cycle 5; Hey World; Here I Am!; Endangered Species.
 - Latin and/or Greek roots: Belle Prater’s Boy Cycle 3.
 - Compound words: Darnell Rock Reporting Cycle 1; Colonial Life: The Adventures of Benjamin Wilcox; You Wouldn’t Want to be in a Medieval Dungeon; Volcanoes and Earthquakes.
- During Introduce Vocabulary and Review Vocabulary teachers model specific identification strategies and word patterns when presenting the words using My Turn, Your Turn.
- Students learn the importance of decoding through the clarifying process, taught in The Savvy Reader: Clarifying. 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

4. Read with sufficient accuracy and fluency to support comprehension.

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



Alignment to The Common Core State Standards Initiative

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

- Reading: Literature
- Reading: Informational Text
- Literacy in History/Social Studies
- Literacy in Science and Technical Subjects

Introduction

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

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

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

Section IV: Alignment to Reading Standards for Literacy in History/Social Studies

Section V: Alignment to Reading Standards for Literacy in Science and Technical Subjects

Introduction

The Reading Edge Middle School is a comprehensive literacy program that arms students with the skills and strategies they need to read, understand, and learn from a wide variety of complex, content-area texts. The Reading Edge provides instruction that is appropriate for middle school students reading at every level, from advanced to beginning readers.

Using powerful, research-proven instruction along with unique strategies for formative assessment and flexible grouping, the Reading Edge allows teachers to deliver instruction at exactly the instructional level each student needs to make rapid progress to advanced levels of performance.

The Reading Edge Middle School lessons use the cycle of effective instruction and cooperative learning to promote student learning and success.

Each **6-day cycle of instruction** follows this plan:

Lessons 1-4 (reading instruction and practice)

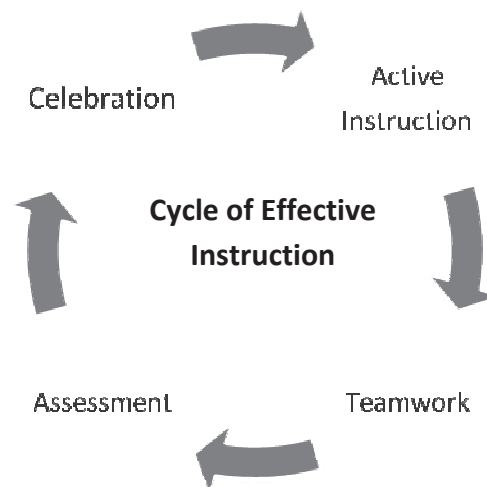
- Active Instruction: Reading skill instruction and modeling
- Teamwork: Partner reading and team discussion
- Class discussion and recognition of team achievement

Lesson 5 (cycle test)

- Test
- Teamwork: Team discussion
- Class discussion

Lesson 6 (writing project)

- Active Instruction: presentation of writing prompt and scoring guide
- Teamwork: Independent writing and partner feedback
- Class discussion: review progress, celebrate, set goals



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

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

Key Ideas and Details
<p>Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>The Reading Edge curriculum focuses student attention on criteria for a quality response that shows evidence of learning. To be acceptable, a student’s oral or written response must explain the students’ reasoning and cite supporting evidence from the text. Specific parts of daily lesson plans in the six-day cycle that call for students to draw conclusions and cite supporting evidence include:</p> <ul style="list-style-type: none"> • Team Talk: Student teams discuss answers to specific questions about the text. They explain the thinking behind their answers, and support their answers with evidence from the text. Team members agree or disagree and present supporting evidence. • Team Talk Written Answer: Students independently write a response to a question about the text. Anticipated responses call for students to use appropriate academic language and format and to support their answer and explain their thinking. • Homework: Students read from self-selected reading daily and write answers to questions that require them to analyze the text, summarize, draw conclusions, and support their conclusions with evidence. • Student Test (Lesson 5): Students read new text and individually answer questions that require them to draw conclusions and provide supporting evidence to meet the criteria for a quality response. • Writing Project (Lesson 6): This activity is based on the students’ in-class reading and requires them to write in response to a prompt, support their response, and explain their reasoning. <p>Related targeted skills: Clarify; Draw conclusions; Support answers; Identify author’s purpose or intent</p>
<p>Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Throughout the Reading Edge students analyze expository text and identify relationship of ideas (text structure), make notes on the author’s main points and supporting information, summarize, and draw conclusions about the author’s choices and intent. When reading fiction, students analyze the development of story elements such as setting, plot, and characterization, as well as figurative language and tone to draw conclusions about theme. Specific parts of daily lesson plans that call for students to analyze development of central idea or theme and to summarize include:</p> <ul style="list-style-type: none"> • Partner Reading: Student partners take turns reading aloud and restating in their own words the main ideas or events in the text. They create graphic organizers appropriate to the structure of the text and make notes on key words, main ideas and supporting details, and note their thoughts and questions as they read. • Team Talk: Student teams discuss answers to specific questions concerning the central ideas in a text. They explain the thinking behind their answers, and support their answers with evidence from the text. Team members agree or disagree and present supporting evidence. • Team Talk Written Answer: Students independently write a response to a question about the main ideas in a text. Anticipated responses call for students to use appropriate academic language and format and to support their answer and explain their thinking.

<ul style="list-style-type: none"> Homework: Students read from self-selected reading daily and write answers to questions that require them to analyze the text, summarize, draw conclusions concerning the author's purpose, and support their conclusions with evidence. Student Test (Lesson 5): Students read new text and individually answer questions that require them to identify main ideas, draw conclusions about the author's choices, and provide supporting evidence. <p>Related targeted skills: Main idea or theme; Analyze relationships (ideas, story elements, text structures); Identify author's purpose or intent</p>
<p>Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>
<p>Relationships between ideas, characters, and events in complex text can be subtle and require close reading and analysis. Instruction in the Reading Edge focuses on using the core reading strategies of clarifying, questioning, predicting, and summarizing to comprehend and analyze complex text. Specific parts of daily lesson plans that call for students to identify and describe relationships between ideas, people and events, and draw conclusions about the author's approach and message include:</p> <ul style="list-style-type: none"> Partner Reading: Students identify main ideas and events and the supporting details. They discuss and note sequential, causal, and compare/contrast relationships. Team Talk: Students discuss answers to specific questions about the interactions and relationships of ideas, individuals, and events in the text Team Talk Written Answer: Students independently write a response to a question that requires them to identify relationships in the text. Homework: Students read from self-selected reading daily and write answers to questions that require them to analyze relationships in the text. <p>Related targeted skills: Analyze relationships (ideas, text structures, story elements); Analyze arguments; Analyze author's craft</p>
<p>Craft and Structure</p>
<p>Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>
<p>The Reading Edge provides explicit instruction in the use of clarifying strategies to interpret the meanings of words in context. As students encounter new words in their daily reading, they explore them noting meanings, strategies used to figure out the word, related words, word histories, and connotations. Teams discuss new words and share what they have learned about a word during class discussion. Specific lessons focus on multiple meanings, connotations, Latin and Greek roots, figurative language, idioms, and the relationship between word choice and tone.</p> <p>Related targeted skills: Clarify; Identify author's intent or purpose; Analyze author's craft; Identify main idea</p>

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

Specific lessons in the Reading Edge focus on how to recognize the structure of a text using clues such as text features and signal words. Because text structure reflects the relationship of ideas and the author's purpose, recognizing it helps improve students' comprehension of complex text. Students learn to preview a text, predict its structure, and choose a graphic organizer appropriate to that structure to make notes. Using a graphic organizer that visually reflects the text structure helps students identify the important information and the relationship of ideas.

Specific parts of daily lesson plans that call for students to relate sentences or passages to the whole text include:

- Partner Reading: Students identify specific sentences or passages that support the author's main idea or argument or, in narrative text, that indicate development of character and plot.
- Team Talk: Students discuss answers to specific questions that require them to cite textual evidence and explain how it relates to the author's intent.
- Team Talk Written Answer: Students independently write a response to a question that requires them to explain the relationship of a sentence or passage to the author's intent.

Related targeted skills:

Analyze relationships (ideas, text structures); Analyze arguments; Identify main idea

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

In Reading Edge lessons students read a wide variety of texts including nonfiction, poetry, speeches, primary source documents, dramas, biographies, and stories. Specific lessons focus on how elements of style, such as the author's or character's word choice, affect meaning and tone. Students analyze word choice to reveal an author's or character's point of view and intent. Specific lessons also provide instruction and practice in comparing points of view and analyzing persuasive techniques in a text.

Related targeted skills:

Identify author's intent or purpose; Analyze relationships (ideas, text structures); Analyze author's craft

Integration of Knowledge and Ideas

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

In Reading Edge lessons students "read" and draw conclusions based on information in photos, diagrams, graphs, timelines, maps, illustrations, etc.

Related targeted skills:

Draw conclusions; Clarify vocabulary

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

Specific lessons in the Reading Edge provide instruction and practice in identifying points and support and evaluating evidence.

Throughout the Reading Edge curriculum students practice explaining their reasoning and evaluating the reasoning of their team members. In partner and team discussions, students challenge statements that are not supported by evidence. Both oral and written responses must meet the criteria for a quality response—it answers the question, uses appropriate academic language and format, and explains the student’s thinking.

Related targeted skills:

Draw conclusions; Support an answer

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

Specific units in the Reading Edge focus on comparing and contrasting the author’s approach in a series of short stories or making connections between the themes of stories and related readings such as essays and poems. Students also read informational texts to build background for better understanding of historical fiction.

Related targeted skills:

Analyze relationships (ideas, text structures, story elements); Draw conclusions; Identify author’s purpose

Range of Reading and Level of Text Complexity

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

In the Reading Edge Middle School, students are grouped for reading by instructional reading level. Placement is fluid based on multiple measures of student achievement. After initial grouping, students are reassessed quarterly to determine their present level of performance. As soon as students are ready, they are moved to the next level. This structure allows for both differentiated, targeted instruction and rapid acceleration. Most students do not need to spend an entire year at any one level, but they do need to fill in missing instruction and practice weak skills to move on to grade level and beyond as soon as possible. This approach motivates students to achieve by making them aware of their gains, and what they still need to learn to succeed.

On Grade Level or Above

Levels 6-8: Students read a variety of texts including primary sources, informational texts in science, history, and social sciences, as well as essays, poetry, speeches, short stories, and novels. These readings are typical of text encountered in content area classes. Students receive explicit instruction in the

metacognitive strategies they need for critical reading of these texts as well as structured practice in vocabulary building and writing clearly in response to reading.

Below Grade Level

Levels 4–5 (grades 4 through 5 reading levels) use expository, short stories, novels, poetry, and biography to help students become more strategic readers and respond to text effectively using the writing process. Focus is on instruction in four reading strategies (clarifying, predicting, questioning, and summarizing), building vocabulary and fluency, and on core reading skills such as identifying main ideas, sequencing information and events, comparing and contrasting, distinguishing fact from opinion, recognizing cause/effect and problem/solution relationships, drawing conclusions, and analyzing story elements and the author’s craft.

Significantly Below Grade Level

Levels 2 and 3 (grades 2 and 3 reading levels) use simple expository, fiction and reader’s theater to focus on basic decoding skills, improving reading fluency (the ability to read smoothly at an acceptable speed with few errors and good expression), building vocabulary, and improving comprehension.

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

Grade 6
Key Ideas and Details
Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
Grade 6: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<p>Drawing conclusions and supporting them with evidence from literary text is a primary focus of instruction and assessment in the following lessons:</p> <ul style="list-style-type: none"> • Draw Conclusions: Catherine Called Birdy Cycle 2; Roll of Thunder, Hear My Cry Cycles 1,2,3; Holes Cycle 1; The Adventures of Tom Sawyer; The House of Dies Drear Cycle 4; Hatchet Cycle 2 • Clarify: Reading Strategies, Treasure Island Cycles 1,2 • Identify author’s purpose or intent: Baseball in April Cycle 1; Catherine Called Birdy Cycles 3,4 <p>For students reading on other grade levels:</p> <ul style="list-style-type: none"> • Level 5: Draw Conclusions: Number the Stars Cycle 2; Maniac Magee Cycles 1,4 • Level 4: Draw Conclusions: The Fortune-Tellers Cycle 1; Your Mother Was a Neanderthal Cycle 1
Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Grade 6: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
<p>A primary focus of the following lessons is determining theme or central idea, analyzing its development over the course of text, and providing an objective summary:</p> <ul style="list-style-type: none"> • Theme: Baseball in April Cycles 1,2; Catherine Called Birdy Cycle 4; Island of the Blue Dolphins Cycle 3; Holes Cycle 4 • Summarize: Reading Strategies, Treasure Island • Author’s purpose or intent: The House of Dies Drear Cycle 5 <p>For students reading on other grade levels:</p> <ul style="list-style-type: none"> • Level 5: Summarizing: Reading Strategies Foundation Cycle 2; Theme: Poetry Break 1; Soul Looks Back in Wonder Cycle 1 • Level 4: Summarizing: Reading Strategies Review Cycle 1; Theme: The Woman Who Outshone the Sun Cycle 1; Sadako and the Thousand Paper Cranes Cycle 1

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

Grade 6: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

A primary focus of the following lessons is analyzing plot and how it affects character development.

- **Plot and Character:** Holes Cycles 2,3; Roll of Thunder, Hear My Cry Cycles 4, 5; Hatchet Cycles 1,2,3; The House of Dies Drear Cycle 2; Island of the Blue Dolphins Cycle 2; Middle Ages Cycle 1
- **Author's Craft:** Island of the Blue Dolphins Cycle 2; The House of Dies Drear Cycle 1; Catherine Called Birdy Cycle 3; Hatchet Cycle 4

For students reading on other grade levels:

- **Level 5: Plot and Character:** On My Honor Cycles 1,2; Leon's Story Cycles 1,2; Maniac Magee Cycle 2; Boy of the Painted Cave Cycle 1,2,3
- **Level 4: Plot and Character:** Song of the Trees Cycle 2; Your Mother Was a Neanderthal Cycle 2; Baseball Saved Us Cycle 1; The Whipping Boy Cycle 1

Craft and Structure

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

Grade 6: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

A primary focus of the following lessons is clarifying the meanings of words and phrases (including connotative and figurative) and analyzing how word choice affects meaning and tone.

- **Clarify:** Reading Strategies, Treasure Island
- **Author's craft:** Hatchet Cycle 4; Holes Cycle 1; Catherine Called Birdy Cycle 3

For students reading on other grade levels:

- **Level 5: Clarify:** Reading Strategies Foundation Cycle 2 ; **Author's Craft:** Poetry Breaks 2 and 3; Maniac Magee Cycles 1,3
- **Level 4: Author's craft:** Poetry Break 3

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

Grade 6: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

A primary focus of the following lessons is analyzing how a part of a literary text affects the setting, plot, or theme:

- **Plot:** Island of the Blue Dolphins Cycles 1,2; Holes Cycle 3; Roll of Thunder, Hear My Cry Cycle 5
- **Setting:** The House of Dies Drear Cycles 1,2; Holes Cycle 1; Roll of Thunder, Hear My Cry Cycle 2; Hatchet Cycle 3; Catherine Called Birdy Cycle 1
- **Theme:** Holes Cycle 4; Island of the Blue Dolphins Cycle 3; Baseball in April Cycle 1

For students reading on other grade levels:

- **Level 5: Plot:** On My Honor Cycles 1,2; Boy of the Painted Cave Cycle 2; **Setting:** Leon's Story Cycles 1,2; Number the Stars Cycles 1,3; **Theme:** Soul Looks Back in Wonder Cycle 1; Poetry Break 1
- **Level 4: Plot:** Song of the Trees Cycle 2; The Whipping Boy Cycle 2; **Setting:** Baseball Saved Us Cycle 1; **Theme:** Aesop's Fables Cycle 1; Sadako and the Thousand Paper Cranes Cycle 1

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

Grade 6: Explain how an author develops the point of view of the narrator or speaker in a text.

A primary focus of the following lessons is identifying how an author develops a narrator's point of view:

- **Point of view:** Island of the Blue Dolphin Cycle 1; Roll of Thunder, Hear My Cry Cycle 1

Integration of Knowledge and Ideas

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

Grade 6: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading text to what they perceive when they listen or watch.

- Students experience texts in different ways in Reading Edge. 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.

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

(Not applicable to literature)

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

Grade 6: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

- Throughout the Reading Edge lessons, students are asked to compare and contrast elements of various stories that have a similar topic or theme through discussion when building background or activating prior knowledge and when making connections to the Listening Comprehension text.
- **Compare and contrast related readings:** Island of the Blue Dolphins and Related Readings Cycle 4; The House of Dies Drear and Related Readings Cycle 5; The Middle Ages

For students reading on other grade levels:

- **Level 5: Compare and contrast genres:** Favorite Greek Myths Cycle 1; Soul Looks Back in Wonder Cycle 1
- **Level 4: Compare and contrast genres:** Aesop's Fables Cycle 1; Poetry Break 1

Range of Reading and Level of Text Complexity

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

By the end of grade 6, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Following is a list of literary texts read by students in Level 6:

Student Readings

FICTION: The House of Dies Drear; Island of the Blue Dolphins; Holes; Baseball in April and Other Stories; Reading Strategies, Treasure Island; Roll of Thunder, Hear My Cry; Hatchet; The Adventures of Tom Sawyer (excerpt); Catherine Called Birdy; The Middle Ages

Grade 7	
Key Ideas and Details	
Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
Grade 7: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
Drawing conclusions and supporting them with evidence from literary text is a primary focus of instruction and assessment in the following lessons:	
<ul style="list-style-type: none"> • Draw Conclusions: 145th Street Short Stories Cycles 1,2; The Giver Cycles 2,3,4; The Outsiders Cycle 3; Homecoming Cycle 1 • Clarify: Reading Strategies, Narrative Poetry Cycle 1, 2 	
Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
Grade 7: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	
A primary focus of the following lessons is determining theme or central idea, analyzing its development over the course of text, and providing an objective summary:	
<ul style="list-style-type: none"> • Theme: Homecoming Cycle 6; Taking Sides Cycle 2 • Summarize: Reading Strategies, Narrative Poetry Cycle 1, 2 	
Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
Grade 7: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	
A primary focus of the following lessons is analyzing how plot, setting, or characters affect the other elements of a story:	
<ul style="list-style-type: none"> • Setting: 145th Street Short Stories Cycle 1; No More Dead Dogs Cycle 2; The Outsiders Cycle 2 The Giver Cycle 2 • Characters: 145th Street Short Stories Cycle 3; No More Dead Dogs Cycle 3; The Outsiders Cycles 1,2,3,4; The True Confessions of Charlotte Doyle Cycle 1,3; The Giver Cycle 3; Homecoming Cycle 2 • Plot: The Outsiders Cycle 4; The Giver Cycle 4; Homecoming Cycle 1, 3 	

Craft and Structure
Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
Grade 7: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
<p>A primary focus of the following lessons is clarifying the meanings of words and phrases (including connotative and figurative) and analyzing how word choice affects meaning and tone.</p> <ul style="list-style-type: none"> • Reading Strategies, Narrative Poetry Cycles 1,2; No More Dead Dogs Cycle 2; The Giver Cycle 1; Taking Sides Cycle 1
Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
Grade 7: Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
<ul style="list-style-type: none"> • Reading Strategies, Narrative Poetry Cycles 1,2
Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.
Grade 7: Analyze how an author develops and contrasts points of view of different characters or narrators in a text.
<p>A primary focus of the following lessons is how authors develop different points of view for characters and narrators:</p> <ul style="list-style-type: none"> • Point of view: Homecoming Cycle 4; No More Dead Dogs Cycle 1; The True Confessions of Charlotte Doyle Cycle 4

Integration of Knowledge and Ideas	
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
Grade 7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	
Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
(Not applicable to literature)	
Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
Grade 7: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	
<ul style="list-style-type: none"> • Blue or Gray? A Family Divided Cycle 1 	
Range of Reading and Level of Text Complexity	
Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.	
By the end of grade 7, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
Following is a list of literary texts read by students in Level 7:	
<table border="1"> <tr> <th>Student Readings</th></tr> </table> <p>FICTION: The Giver; Taking Sides; The Outsiders; The True Confessions of Charlotte Doyle; Homecoming; 145th Street Short Stories; No More Dead Dogs; Blue or Gray? A Family Divided</p> <p>POETRY: "Paul Revere's Ride," "The Ride of Jennie M'Neal," "Lochinvar," "The Highwayman," "Beth Gelert," "The Charge of the Light Brigade"</p>	Student Readings
Student Readings	

Grade 8

Key Ideas and Details

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

Grade 8: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Drawing conclusions and supporting them with evidence from literary text is a primary focus of instruction and assessment in the following lessons:

- **Draw Conclusions:** Fahrenheit 451 Cycle 2, The Globe Theater Cycle 1; Much Ado About Nothing Cycle 2; Hope Was Here Cycle 1; Out of the Dust Cycles 3,4
- **Clarify:** Reading Strategies-The Monkey's Paw Cycles 1,2

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

Grade 8: Determine a theme or central idea of a text and analyze its development over the course of the text including its relationship to the characters, setting, and plot; provide an objective summary of the text.

A primary focus of the following lessons is determining theme or central idea, analyzing its development and how it shapes story elements over the course of text, and providing an objective summary:

- **Theme:** Out of the Dust Cycle 4; Witchcraft of Salem Village Cycle 2; Fahrenheit 451 Cycle 4; Much Ado About Nothing Cycle 2; Hope Was Here Cycle 5; The Glory Field and Related Readings Cycles 5, 6; The Contender and Related Readings Cycle 4
- **Summarize:** Reading Strategies-The Monkey's Paw Cycles 1,2

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

Grade 8: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

- Out of the Dust Cycle 1; Fahrenheit 451 Cycle 2,3; Much Ado About Nothing Cycle 3; Hope Was Here Cycles 3,4; The Glory Field Cycles 2,4; The Contender Cycles 1,2,3; Globe Theater Cycle 1

Craft and Structure
Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
Grade 8: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<p>A primary focus of the following lessons is clarifying the meanings of words and phrases (including connotative and figurative) and analyzing how specific word choice affects meaning and tone.</p> <ul style="list-style-type: none"> Out of the Dust Cycles 1,2,3,4; Rimshots Cycles 1,2; Hope Was Here Cycle 2; The Glory Field Cycle 1; Reading Strategies-The Monkey's Paw Cycles 1,2; The Globe Theater Cycle 1
Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
Grade 8: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
<p>A primary focus of the following lessons is comparing and contrasting texts and analyzing how their structures affect meaning and style.</p> <ul style="list-style-type: none"> Reading Strategies-The Monkey's Paw Cycles 1,2; Rimshots Cycle 2; The Contender and Related Readings Cycle 4; The Globe Theater Cycle 1
Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.
Grade 8: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
<ul style="list-style-type: none"> Much Ado About Nothing Cycles 2,3; Reading Strategies-The Monkey's Paw Cycles 1,2

Integration of Knowledge and Ideas		
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.		
Grade 8: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.		
<ul style="list-style-type: none"> • Much Ado About Nothing Cycles 2,3 		
Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		
(Not applicable to literature)		
Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
Grade 8: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.		
Range of Reading and Level of Text Complexity		
Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.		
<p>By the end of grade 8, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 6-8 text complexity band independently and proficiently.</p> <p>Following is a list of literary texts read by students in Level 8:</p>		
<table border="1"> <tr> <td>Student Reading</td></tr> <tr> <td> FICTION: Reading Strategies, The Monkey's Paw (short story); Out of the Dust; Fahrenheit 451; The Globe Theater; Hope Was Here; The Glory Field and Related Readings; The Contender and Related Readings POETRY: Out of the Dust; Rimshots DRAMA: Much Ado About Nothing; The Monkey's Paw (play) </td></tr> </table>	Student Reading	FICTION: Reading Strategies, The Monkey's Paw (short story); Out of the Dust; Fahrenheit 451; The Globe Theater; Hope Was Here; The Glory Field and Related Readings; The Contender and Related Readings POETRY: Out of the Dust; Rimshots DRAMA: Much Ado About Nothing; The Monkey's Paw (play)
Student Reading		
FICTION: Reading Strategies, The Monkey's Paw (short story); Out of the Dust; Fahrenheit 451; The Globe Theater; Hope Was Here; The Glory Field and Related Readings; The Contender and Related Readings POETRY: Out of the Dust; Rimshots DRAMA: Much Ado About Nothing; The Monkey's Paw (play)		

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

Grade 6	
Key Ideas and Details	
Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
Grade 6: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
<ul style="list-style-type: none"> • Team Talk: In each day's lesson, student teams discuss answers to specific questions about the text. They explain the thinking behind their answers, and support their answers with evidence from the text. Team members agree or disagree and present supporting evidence. • Team Talk Written Answer: Students independently write a response to a question about the text. Anticipated responses call for students to use appropriate academic language and format and to support their answer with textual evidence and explain their thinking. 	
Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
Grade 6: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	
<p>A primary focus of the following lessons is determining theme or central idea, analyzing its development over the course of the text, and providing an objective summary:</p> <ul style="list-style-type: none"> • Feeding the World Cycle 1; Machines Make It Move Cycle 1 • Summarizing: In Reading Edge lessons, student partners take turns reading aloud and restating in their own words the main ideas or events in the text. They create graphic organizers appropriate to the structure of the text and make notes on key words, main ideas and supporting details <p>For students reading on other grade levels:</p> <ul style="list-style-type: none"> • Level 5: Summarize: Reading Strategies Foundation Cycle 2; The Trouble with Trash Cycle 1; World War II and Denmark Cycle 1 • Level 4: In the Deep Cycle 1; A Homesteading Community of the 1880s Cycle 1; Reading Strategies Review Cycle 1; If Your Name Was Changed at Ellis Island Cycle 2 	

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

Grade 6: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

A primary focus of the following lessons is analyzing the development of and connections between individuals, events, or ideas over the course of a text:

- **Cause and Effect:** The Great Migration Cycle 1; **Main Idea and Details:** Machines Make It Move Cycle 1; **Problem and Solution:** Feeding the World Cycle 1

For students reading on other grade levels:

- **Level 5: Cause and Effect:** Ring of Fire Cycle 1; One Thing Leads to Another Cycle 1; **Compare and Contrast:** Hometowns Cycle 1; **Sequence of Events:** Hurricanes Cycle 1; World War II and Denmark Cycle 1
- **Level 4: Cause and Effect:** A River Ran Wild Cycle 1; **Problem and Solution:** How Plants Survive Cycle 1; **Sequence of Events:** Hiroshima Cycles 1,2

Craft and Structure

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

Grade 6: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

A primary focus of the following lessons is clarifying the meanings of words and phrases (including connotative, figurative, and technical) as used in the text:

- Machines Make it Move Cycle 1; Feeding the World Cycle 1
- **Vocabulary routines:** Daily vocabulary routines introduce students to vocabulary in both narrative and expository text. Students practice clarifying strategies such as using context clues, familiar word parts, and dictionary to determine meaning as used in the text.

For students reading on other grade levels:

- **Level 5:** Reading Strategies Foundation Cycle 1
- **Level 4:** The Body in Motion Cycle 1; Mars Cycle 1; Reading Strategies Review; If Your Name Was Changed at Ellis Island Cycle 1

Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
Grade 6: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
<p>A primary focus of the following lessons is identifying and explaining how particular sentences or passages of text develop an author’s ideas:</p> <ul style="list-style-type: none"> • Machines Make it Move Cycle 1; Feeding the World Cycle 1; The Great Migration Cycle 1
Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.
Grade 6: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
<ul style="list-style-type: none"> • In Reading Edge lessons that focus on reading informational text, students survey the text before reading and predict the topic and author’s purpose. They confirm their predictions after reading and support them with evidence from the text. <p>A primary focus of the following lessons is determining author’s point of view or purpose and analyzing his or her use of language to support that view or purpose:</p> <ul style="list-style-type: none"> • Machines Make it Move Cycle 1; Feeding the World Cycle 1; The Great Migration Cycle 1
Integration of Knowledge and Ideas
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Grade 6: Integrate information presented in different media or formats (e.g., visual, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<p>A primary focus of the following lessons is integrating information presented in words and visually or quantitatively to understand a topic or issue:</p> <ul style="list-style-type: none"> • Feeding the World Cycle 1; The Great Migration Cycle 1 <p>For students reading on other grade levels:</p> <ul style="list-style-type: none"> • Level 5: Ring of Fire Cycle 1; Hometowns Cycle 1; Hurricanes Cycle 1 • Level 4: The Body in Motion Cycle 1; Mars Cycle 1

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

Grade 6: Trace and evaluate the argument and specific claims of a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

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

Grade 6: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography of the same person).

- Throughout the Reading Edge lessons, students are asked to compare and contrast elements of various texts that have a similar topic through discussion when building background or activating prior knowledge.

Range of Reading and Level of Text Complexity

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

By the end of grade 6, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Following is a list of literary nonfiction texts read by students in Level 6:

Student Readings

NONFICTION: The Great Migration; Feeding the World; Machines Make It Move

Grade 7	
Key Ideas and Details	
Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
Grade 7: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
<ul style="list-style-type: none"> • Make Inferences: Understanding the Brain Cycle 1 • Team Talk: In Reading Edge lessons, student teams discuss answers to specific questions about the text. They explain the thinking behind their answers, and support their answers with evidence from the text. Team members agree or disagree and present supporting evidence. 	
Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
Grade 7: Determine two or more central ideas of a text and analyze their development over the course of the text; provide an objective summary of the text.	
<p>A primary focus of the following lessons is determining theme or central idea, analyzing its development over the course of the text, and providing an objective summary:</p> <ul style="list-style-type: none"> • Main Ideas and supporting details: Building the Transcontinental Railroad Cycle 1; Understanding the Brain Cycle 1; Amusement Park Science Cycle 1 • Summarizing: In Reading Edge lessons, student partners take turns reading aloud and restating in their own words the main ideas or events in the text. They create graphic organizers appropriate to the structure of the text and make notes on key words, main ideas and supporting details 	
Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
Grade 7: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	
<ul style="list-style-type: none"> • Our West Cycle 1; Amusement Park Science Cycle 1; Understanding Electricity Cycle 1: Building the Transcontinental Railroad Cycle 1 	

Craft and Structure
Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
Grade 7: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
<ul style="list-style-type: none"> Understanding Electricity Cycle 1; Our West Cycle 1; Amusement Park Science Cycle 1 Vocabulary routines: Daily vocabulary routines introduce students to vocabulary in both narrative and expository nonfiction. Students practice clarifying strategies such as using context clues, familiar word parts, and dictionary to determine meaning as used in the text.
Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
Grade 7: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
<ul style="list-style-type: none"> Text structure: Our West Cycle 1; Amusement Park Science Cycle 1; Understanding Electricity Cycle 1; Understanding the Brain Cycle 1
Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.
Grade 7: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
<ul style="list-style-type: none"> In Reading Edge lessons that focus on reading informational text, students survey the text before reading and predict the author's purpose. They confirm their predictions after reading and support them with evidence from the text. Our West Cycle 1; Building the Transcontinental Railroad Cycle 1
Integration of Knowledge and Ideas
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Grade 7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
Grade 7: Trace and evaluate the argument and specific claims of a text, assessing whether the reasoning is sound and the evidence relevant and sufficient to support the claims.	
<ul style="list-style-type: none"> • Our West Cycle 1 	
Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
Grade 7: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	
Range of Reading and Level of Text Complexity	
Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.	
<p>By the end of grade 7, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Following is a list of literary nonfiction texts read by students in Level 7:</p>	
<table border="1"> <tr> <td>Student Readings</td> </tr> </table> <p>NONFICTION: Our West; Understanding the Brain; Building the Transcontinental Railroad; Understanding Electricity; Amusement Park Science</p>	Student Readings
Student Readings	

Grade 8	
Key Ideas and Details	
Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
Grade 8: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	
<ul style="list-style-type: none"> • Draw Conclusions: Reading Primary Sources Cycle 1; Strategies for Reading a Science Textbook Cycle 1; The Witchcraft of Salem Village Cycle 1 • Team Talk: In Reading Edge lessons, student teams discuss answers to specific questions about the text. They explain the thinking behind their answers, and support their answers with evidence from the text. Team members agree or disagree and present supporting evidence. 	
Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
Grade 8: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	
<ul style="list-style-type: none"> • The Witchcraft of Salem Village Cycle 1,2; Great Speeches Cycle 1; Wildfire! Science to the Rescue Cycle 1; Extreme Places-The Earth's Own X-Games Cycle 1 • Summarizing: In Reading Edge lessons, student partners take turns reading aloud and restating in their own words the main ideas or events in the text. They create graphic organizers appropriate to the structure of the text and make notes on key words, main ideas and supporting details. 	
Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
Grade 8: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	
<ul style="list-style-type: none"> • Bodywork—Science of Surgery Cycle 1; Strategies for Reading a Science Textbook Cycle 1 	

Craft and Structure
Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
Grade 8: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<ul style="list-style-type: none"> Reading Primary Sources Cycle 1; Strategies for Reading a Science Textbook Cycle 1; Bodywork—Science of Surgery Cycle 1; Witchcraft of Salem Village Cycle 1; Great Speeches Cycle 1; Wildfire—Science to the Rescue Cycle 1; Extreme Places—The Earth’s Own X-Games Cycle 1
Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
Grade 8: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
<ul style="list-style-type: none"> Great Speeches Cycle 1; Bodywork—Science of Surgery Cycle 1; Witchcraft of Salem Village Cycles 1,2
Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.
Grade 8: Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
<ul style="list-style-type: none"> Great Speeches Cycle 1; Witchcraft of Salem Village Cycles 1,2
Integration of Knowledge and Ideas
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Grade 8: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

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

Grade 8: Delineate and evaluate the argument and specific claims of a text, assessing whether the reasoning is sound and the evidence relevant and sufficient; recognize when irrelevant evidence is introduced.

- Great Speeches Cycle 1

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

Grade 8: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Range of Reading and Level of Text Complexity

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

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

Following is a list of literary nonfiction texts read by students in Level 8:

Student Reading

NONFICTION: “Atmosphere and Weather”; Witchcraft of Salem Village; Bodywork—Science of Surgery; Wildfire! Science to the Rescue; Extreme Places—The Earth’s Own X-Games

Primary Sources:

Correspondence of Wilbur and Orville Wright

Speeches:

“Ain’t I a Woman?” by Sojourner Truth; “Pearl Harbor Speech” by President Franklin Delano Roosevelt; “I Have a Dream” by Reverend Martin Luther King, Jr.; “The Gettysburg Address” by President Abraham Lincoln

**Section IV: Alignment to Reading Standards:
Literacy in History/Social Studies**

Grades 6-8	
Key Ideas and Details	
Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
Grades 6-8: Cite specific textual evidence to support analysis of primary and secondary sources.	
<ul style="list-style-type: none"> • Level 6: The Great Migration Cycle 1; Feeding the World Cycle 1 • Level 7: Building the Transcontinental Railroad Cycle 1; Our West Cycle 1 • Level 8: Reading Primary Sources Cycle 1; Witchcraft of Salem Village Cycles 1,2; Great Speeches Cycle 1 <p>For students reading on other grade levels:</p> <ul style="list-style-type: none"> • Level 5: Reading Strategies Foundation Cycle 1; The Trouble with Trash Cycle 1; World War II and Denmark Cycle 1 • Level 4: Reading Strategies Foundation Cycles 1,2; Race to the South Pole Cycle 1; A Homesteading Community of the 1880s Cycle 1; A River Ran Wild Cycle 1 	
Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
Grades 6-8: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	
<ul style="list-style-type: none"> • Level 6: The Great Migration Cycle 1; Feeding the World Cycle 1 • Level 7: Building the Transcontinental Railroad Cycle 1; Our West Cycle 1 • Level 8: Witchcraft of Salem Village Cycles 1,2 • Summarizing: In Reading Edge lessons, student partners take turns reading aloud and restating in their own words the main ideas or events in the text. They create graphic organizers appropriate to the structure of the text and make notes on key words, main ideas and supporting details <p>For students reading on other grade levels:</p> <ul style="list-style-type: none"> • Level 5: World War II and Denmark Cycle 1; The Trouble with Trash Cycle 1 • Level 4: Reading Strategies Foundation Cycles 1,2; A Homesteading Community of the 1880s Cycle 1; If Your Name Was Changed at Ellis Island Cycle 2 	

Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Grades 6-8: Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
Craft and Structure
Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
Grades 6-8: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
<ul style="list-style-type: none"> • Level 6: The Great Migration Cycle 1; Feeding the World Cycle 1 • Level 7: Building the Transcontinental Railroad Cycle 1; Our West Cycle 1 • Level 8: Reading Primary Sources Cycle 1; Witchcraft of Salem Village Cycles 1,2; Great Speeches Cycle 1 • Vocabulary routines: Daily vocabulary routines introduce students to vocabulary in both narrative and expository nonfiction. Students practice clarifying strategies such as using context clues, familiar word parts, and dictionary to determine meaning as used in the text. <p>For students reading on other grade levels:</p> <ul style="list-style-type: none"> • Level 5: Reading Strategies Foundation Cycle 1; The Trouble with Trash Cycle 1; World War II and Denmark Cycle 1; Hometowns Cycle 1 • Level 4: Reading Strategies Foundation Cycles 1,2; Race to the South Pole Cycle 1; A Homesteading Community of the 1880s Cycle 1; A River Ran Wild Cycle 1; Reading Strategies Review Cycle 1
Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
Grades 6-8: Describe how a text presents information (e.g., sequentially, comparatively, causally).
<ul style="list-style-type: none"> • Level 6: Cause and Effect-The Great Migration Cycle 1; Problem and Solution-Feeding the World Cycle 1 • Level 7: Cause and Effect- Our West Cycle 1; Main Ideas and details-Building the Transcontinental Railroad Cycle 1 <p>For students reading on other grade levels:</p> <ul style="list-style-type: none"> • Level 5: Main Ideas and details-The Trouble with Trash Cycle 1; Sequence of Events-World War II and Denmark Cycle 1; Compare and Contrast-Hometowns Cycle 1 • Level 4: Sequence of Events-A Homesteading Community of the 1880s Cycle 1; Cause and Effect-A River Ran Wild Cycle 1

Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.
Grades 6-8: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<ul style="list-style-type: none"> • Level 8: Great Speeches Cycle 1
Integration of Knowledge and Ideas
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Grades 6-8: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<ul style="list-style-type: none"> • Level 6: The Great Migration Cycle 1; Feeding the World Cycle 1 • Level 7: Building the Transcontinental Railroad Cycle 1; Our West Cycle 1 • Level 8: Reading Primary Sources Cycle 1; Extreme Places—The Earth’s Own X-Games Cycle 1 <p>For students reading on other grade levels:</p> <ul style="list-style-type: none"> • Level 5: Hometowns Cycle 1; One Thing Leads to Another Cycle 1 • Level 4: Race to the South Pole Cycle 1; A Homesteading Community of the 1880s Cycle 1; A River Ran Wild Cycle 1
Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
Grades 6-8: Distinguish among fact, opinion, and reasoned judgment in a text.
<ul style="list-style-type: none"> • Level 8: Great Speeches Cycle 1; Witchcraft of Salem Village Cycle 1
Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Grades 6-8: Analyze the relationship between a primary and secondary source on the same topic.
<ul style="list-style-type: none"> • Level 6: The Great Migration Cycle 1

Range of Reading and Level of Text Complexity		
<p>Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.</p>		
<p>By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p> <p>Following is a list of texts in history/social studies read by students in Levels 6-8:</p>		
<table> <tr> <th>Student Readings</th></tr> <tr> <td> <p>NONFICTION (History/Social Sciences)</p> <p>Level 6: The Great Migration; Feeding the World</p> <p>Level 7: Building the Transcontinental Railroad; Our West</p> <p>Level 8: Reading Primary Sources (Correspondence of the Wright Brothers); Witchcraft of Salem Village; Great Speeches: “Ain’t I a Woman?” by Sojourner Truth; “Pearl Harbor Speech” by President Franklin Delano Roosevelt; “I Have a Dream” by Reverend Martin Luther King, Jr.; “The Gettysburg Address” by President Abraham Lincoln</p> </td></tr> </table>	Student Readings	<p>NONFICTION (History/Social Sciences)</p> <p>Level 6: The Great Migration; Feeding the World</p> <p>Level 7: Building the Transcontinental Railroad; Our West</p> <p>Level 8: Reading Primary Sources (Correspondence of the Wright Brothers); Witchcraft of Salem Village; Great Speeches: “Ain’t I a Woman?” by Sojourner Truth; “Pearl Harbor Speech” by President Franklin Delano Roosevelt; “I Have a Dream” by Reverend Martin Luther King, Jr.; “The Gettysburg Address” by President Abraham Lincoln</p>
Student Readings		
<p>NONFICTION (History/Social Sciences)</p> <p>Level 6: The Great Migration; Feeding the World</p> <p>Level 7: Building the Transcontinental Railroad; Our West</p> <p>Level 8: Reading Primary Sources (Correspondence of the Wright Brothers); Witchcraft of Salem Village; Great Speeches: “Ain’t I a Woman?” by Sojourner Truth; “Pearl Harbor Speech” by President Franklin Delano Roosevelt; “I Have a Dream” by Reverend Martin Luther King, Jr.; “The Gettysburg Address” by President Abraham Lincoln</p>		

**Section V: Alignment to Reading Standards
for Literacy in Science and Technical Subjects**

Grades 6-8	
Key Ideas and Details	
Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
Grades 6-8: Cite specific textual evidence to support analysis of science and technical texts.	
<ul style="list-style-type: none"> • Level 6: Machines Make It Move Cycle 1; Feeding the World Cycle 1 • Level 7: Understanding the Brain Cycle 1; Understanding Electricity Cycle 1; Amusement Park Science Cycle 1 • Level 8: Strategies for Reading a Science Textbook Cycle 1; Bodywork—The Science of Surgery Cycle 1; Wildfire! Science to the Rescue Cycle 1 <p>For students reading on other grade levels:</p> <ul style="list-style-type: none"> • Level 5: Ring of Fire Cycle 1; Hurricanes Cycle 1 • Level 4: The Body in Motion Cycle 1; In the Deep Cycle 1; How Plants Survive Cycle 1; Mars Cycle 1 	
Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
Grades 6-8: Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	
<ul style="list-style-type: none"> • Level 6: Machines Make It Move Cycle 1; Feeding the World Cycle 1 • Level 7: Understanding the Brain Cycle 1; Understanding Electricity Cycle 1; Amusement Park Science Cycle 1 • Level 8: Strategies for Reading a Science Textbook Cycle 1; Bodywork—The Science of Surgery Cycle 1; Wildfire! Science to the Rescue Cycle 1 • Summarizing: In Reading Edge lessons, student partners take turns reading aloud and restating in their own words the main ideas or events in the text. They create graphic organizers appropriate to the structure of the text and make notes on key words, main ideas and supporting details. <p>For students reading on other grade levels:</p> <ul style="list-style-type: none"> • Level 5: Ring of Fire cycle 1; Hurricanes Cycle 1 • Level 4: The Body in Motion Cycle 1; In the Deep Cycle 1; How Plants Survive Cycle 1; Mars Cycle 1 	

Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Grades 6-8: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
Craft and Structure
Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
Grades 6-8: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i>.
<ul style="list-style-type: none"> • Level 6: Machines Make It Move Cycle 1; Feeding the World Cycle 1 • Level 7: Understanding the Brain Cycle 1; Understanding Electricity Cycle 1; Amusement Park Science Cycle 1 • Level 8: Strategies for Reading a Science Textbook Cycle 1; Bodywork—The Science of Surgery Cycle 1; Wildfire! Science to the Rescue Cycle 1 <p>For students reading on other grade levels:</p> <ul style="list-style-type: none"> • Level 5: Ring of Fire Cycle 1; Hurricanes Cycle 1 • Level 4: The Body in Motion Cycle 1; In the Deep Cycle 1; How Plants Survive Cycle 1; Mars Cycle 1
Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
Grades 6-8: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
<ul style="list-style-type: none"> • Level 6: Compare and Contrast-Machines Make It Move Cycle 1 • Level 6: Problem and Solution-Feeding the World Cycle 1 • Level 7: Sequence-Understanding Electricity Cycle 1 • Level 7: Cause and Effect-Amusement Park Science Cycle 1 • Level 8: Problem and Solution-Bodywork—Science of Surgery Cycle 1 • Level 8: Main Idea and details-Wildfire! Science to the Rescue Cycle 1 <p>For students reading on other grade levels:</p> <ul style="list-style-type: none"> • Level 5: Cause and Effect-Ring of Fire cycle 1; Sequence-Hurricanes Cycle 1 • Level 4: Main Idea and details-In the Deep Cycle 1; Problem and Solution-How Plants Survive Cycle 1

Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.
Grades 6-8: Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
<ul style="list-style-type: none"> • Level 6: Machines Make It Move Cycle 1 • Level 7: Understanding Electricity Cycle 1 • Level 7: Amusement Park Science Cycle 1
Integration of Knowledge and Ideas
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Grades 6-8: Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
<ul style="list-style-type: none"> • Level 6: Machines Make It Move Cycle 1 • Level 7: Understanding Electricity Cycle 1 • Level 7: Amusement Park Science Cycle 1 <p>For students reading on other grade levels:</p> <ul style="list-style-type: none"> • Level 5: Ring of Fire Cycle 1; Hurricanes Cycle 1 • Level 4: The Body in Motion Cycle 1; In the Deep Cycle 1; How Plants Survive Cycle 1; Mars Cycle 1
Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
Grades 6-8: Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Grades 6-8: Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Range of Reading and Level of Text Complexity		
<p>Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.</p>		
<p>By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.</p> <p>Following is a list of science texts read by students in Levels 6-8:</p>		
<table> <tr> <th>Student Readings</th></tr> <tr> <td> <ul style="list-style-type: none"> • Level 6: Machines Make It Move Cycle 1; Feeding the World Cycle 1 • Level 7: Understanding Electricity Cycle 1; Amusement Park Science Cycle 1 • Level 8: Bodywork—Science of Surgery Cycle 1; Wildfire! Science to the Rescue Cycle 1 </td></tr> </table>	Student Readings	<ul style="list-style-type: none"> • Level 6: Machines Make It Move Cycle 1; Feeding the World Cycle 1 • Level 7: Understanding Electricity Cycle 1; Amusement Park Science Cycle 1 • Level 8: Bodywork—Science of Surgery Cycle 1; Wildfire! Science to the Rescue Cycle 1
Student Readings		
<ul style="list-style-type: none"> • Level 6: Machines Make It Move Cycle 1; Feeding the World Cycle 1 • Level 7: Understanding Electricity Cycle 1; Amusement Park Science Cycle 1 • Level 8: Bodywork—Science of Surgery Cycle 1; Wildfire! Science to the Rescue Cycle 1 		



Alignment to The Common Core State Standards Initiative

Alignment to Common Core State Standards for
English Language Arts & Literacy in History/Social Studies,
Science and Technical Subjects

Grades 9-10

INTRODUCTION

READING

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

Section II: Alignment to English Language Arts Standards for Reading/Literature **Grades 9-10**

Section III: Alignment to English Language Arts Standards for Reading/Informational Text **Grades 9-10**

Section IV: Alignment to Reading Standards for Literacy in History/Social Studies **Grades 9-10**

Section V: Alignment to Reading Standards for Literacy in Science and Technical Subjects **Grades 9-10**

Introduction

The Reading Edge High School is a comprehensive literacy program that arms students with the skills and strategies they need to read, understand, and learn from a wide variety of complex, content-area texts. The Reading Edge provides instruction that is appropriate for high school students reading at every level, from advanced to beginning readers.

Using powerful, research-proven instruction along with unique strategies for formative assessment and flexible grouping, the Reading Edge allows teachers to deliver instruction at exactly the instructional level each student needs to make rapid progress to advanced levels of performance.

The Reading Edge High School lessons use the cycle of effective instruction and cooperative learning to promote student learning and success.

Each **8-day cycle of instruction** follows this plan:

Lessons 1-4 (reading instruction and practice)

- Active Instruction: Reading skill instruction and modeling
- Teamwork: Partner reading and team discussion
- Time for Reflection: Class discussion and recognition of team achievement

Lesson 5 (writing project)

- Active Instruction: presentation of writing prompt and scoring guide
- Teamwork: Independent writing and partner feedback
- Time for Reflection: Class discussion

Lesson 6 (cycle test)

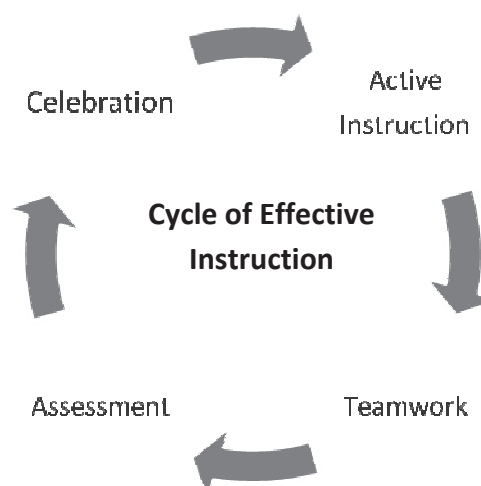
- Test
- Teamwork: Team discussion
- Time for Reflection: Class discussion

Lesson 7 (self-selected reading)

- Independent self-selected reading
1-1 Conferences (Feedback on student work during the cycle)
- Team discussion
- Time for Reflection: Class discussion

Lesson 8 (celebration and goal setting)

- Critical analysis of self-selected reading
- Team discussion
- Time for Reflection: review progress, celebrate, set goals



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

Key Ideas and Details
<p>Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>The Reading Edge curriculum focuses student attention on criteria for a quality response that shows evidence of learning. To be acceptable, a student’s oral or written response must explain the students’ reasoning and cite supporting evidence from the text. Specific parts of daily lesson plans in the eight-day cycle that call for students to draw conclusions and cite supporting evidence include:</p> <ul style="list-style-type: none"> • Team Talk: Student teams discuss answers to specific questions about the text. They explain the thinking behind their answers, and support their answers with evidence from the text. Team members agree or disagree and present supporting evidence. • Team Talk Written Answer: Students independently write a response to a question about the text. Anticipated responses call for students to use appropriate academic language and format and to support their answer and explain their thinking. • Homework: Students read from self-selected reading daily and write answers to questions that require them to analyze the text, summarize, draw conclusions, and support their conclusions with evidence. • Writing Project (Lesson 5): This activity is based on the students’ in-class reading and requires them to write in response to a prompt, support their response, and explain their reasoning. • Student Test (Lesson 6): Students read new text and individually answer questions that require them to draw conclusions and provide supporting evidence to meet the criteria for a quality response. • Team Discussion of self-selected reading (Lesson 7): Students discuss answers to specific questions about their reading and support their answers with evidence from the text. • Team Discussion of self-selected reading (Lesson 8): Students prepare and present an evaluation of their self-selected reading and support their critical analysis with evidence from the text. <p>Related targeted skills: Clarify [CV], Draw conclusions [DC], Support answers [SA] , Identify author’s purpose or intent [AP]</p>
<p>Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Throughout the Reading Edge students analyze expository text and identify relationship of ideas (text structure), make notes on the author’s main points and supporting information, summarize, and draw conclusions about the author’s choices and intent. When reading fiction, students analyze the development of story elements such as setting, plot, and characterization, as well as figurative language and tone to draw conclusions about theme. Specific parts of daily lesson plans that call for students to analyze development of central idea or theme and to summarize include:</p> <ul style="list-style-type: none"> • Partner Reading: Student partners take turns reading aloud and restating in their own words the main ideas or events in the text. They create graphic organizers appropriate to the structure of the text and make notes on key words, main ideas and supporting details, and note their thoughts and questions as they read. • Team Talk: Student teams discuss answers to specific questions concerning the central ideas in a text. They explain the thinking behind their answers, and support their answers with evidence

<p>from the text. Team members agree or disagree and present supporting evidence.</p> <ul style="list-style-type: none"> • Team Talk Written Answer: Students independently write a response to a question about the main ideas in a text. Anticipated responses call for students to use appropriate academic language and format and to support their answer and explain their thinking. • Homework: Students read from self-selected reading daily and write answers to questions that require them to analyze the text, summarize, draw conclusions concerning the author's purpose, and support their conclusions with evidence. • Student Test (Lesson 6): Students read new text and individually answer questions that require them to identify main ideas, draw conclusions about the author's choices, and provide supporting evidence. • Team Discussion of self-selected reading (Lesson 7): Students discuss answers to specific questions that require them to summarize and analyze the author's choices. • Team Discussion of self-selected reading (Lesson 8): Students prepare and present a summary and evaluation of their self-selected reading and support their critical analysis with passages from the text. <p>Related targeted skills: Main idea or theme [MI], Analyze relationships (ideas, story elements, text structures) [RE], Identify author's purpose or intent [AP]</p>
<p>Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>
<p>Relationships between ideas, characters, and events in complex text can be subtle and require close reading and analysis. Instruction in the Reading Edge focuses on using the core reading strategies of clarifying, questioning, predicting, and summarizing to comprehend and analyze complex text. Specific parts of daily lesson plans that call for students to identify and describe relationships between ideas, people and events, and draw conclusions about the author's approach and message include:</p> <ul style="list-style-type: none"> • Partner Reading: Students identify main ideas and events and the supporting details. They discuss and note sequential, causal, and compare/contrast relationships. • Team Talk: Students discuss answers to specific questions about the interactions and relationships of ideas, individuals, and events in the text • Team Talk Written Answer: Students independently write a response to a question that requires them to identify relationships in the text. • Homework: Students read from self-selected reading daily and write answers to questions that require them to analyze relationships in the text. <p>Related targeted skills: Analyze relationships (ideas, text structures, story elements) [RE], Analyze arguments [AA] , Analyze author's craft [AC]</p>
<p>Craft and Structure</p>
<p>Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>

The Reading Edge provides explicit instruction in the use of clarifying strategies to interpret the meanings of words in context. As students encounter new words in their daily reading, they explore them in a word power journal noting meanings, strategies used to figure out the word, related words, word histories, and connotations. Teams discuss new words added to their word power journals and share what they have learned about a word during class discussion. During each cycle a homework assignment requires students to find a word from their word power journal used in another context. Specific lessons focus on multiple meanings, connotations, Latin and Greek roots, figurative language, idioms, and the relationship between word choice and tone.

Related targeted skills:

Clarify [CV]; Identify author's intent or purpose [AP]; Analyze author's craft [AC]; Identify main idea [MI]

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

Specific lessons in the Reading Edge focus on how to recognize the structure of a text using clues such as text features and signal words. Because text structure reflects the relationship of ideas and the author's purpose, recognizing it helps improve students' comprehension of complex text. Students learn to preview a text, predict its structure, and choose a graphic organizer appropriate to that structure to make notes. Using a graphic organizer that visually reflects the text structure helps students identify the important information and the relationship of ideas.

Specific parts of daily lesson plans that call for students to relate sentences or passages to the whole text include:

- Partner Reading: Students identify specific sentences or passages that support the author's main idea or argument or, in narrative text, that indicate development of character and plot.
- Team Talk: Students discuss answers to specific questions that require them to cite textual evidence and explain how it relates to the author's intent.
- Team Talk Written Answer: Students independently write a response to a question that requires them to explain the relationship of a sentence or passage to the author's intent.

Related targeted skills:

Analyze relationships (ideas, text structures) [RE]; Analyze arguments [AA]; Identify main idea [MI]

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

In Reading Edge lessons students read a wide variety of texts including nonfiction, poetry, speeches, primary source documents, government reports, essays, dramas, biographies, and stories. Specific lessons focus on how elements of style, such as the author's or character's word choice, affect meaning and tone. Students analyze word choice to reveal an author's or character's point of view and intent. Specific lessons also provide instruction and practice in comparing points of view, analyzing arguments, and identifying fallacies.

Related targeted skills:

Identify author's intent or purpose [AP]; Analyze relationships (ideas, text structures); Analyze author's craft [AC]; Analyze arguments [AA]

Integration of Knowledge and Ideas

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

In Reading Edge lessons students “read” and draw conclusions based on information in photos, data tables, diagrams, timelines, maps, illustrations, video clips, and podcasts. The presentation of selected video clips at the beginning of lessons builds background for the students on reading and discussion topics and introduces content-area vocabulary.

Related targeted skills:

Draw conclusions [DC]; Clarify vocabulary [CV]

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

Specific lessons in the Reading Edge provide instruction and practice in analyzing arguments, identifying points and support, evaluating evidence, and uncovering fallacies.

Throughout the Reading Edge curriculum students practice explaining their reasoning and evaluating the reasoning of their team members. In partner and team discussions, students challenge statements that are not supported by evidence. Both oral and written responses must meet the criteria for a quality response—it answers the question, uses appropriate academic language and format, and explains the student’s thinking.

Related targeted skills:

Analyze arguments [AA]; Draw conclusions [DC]; Support an answer [SA]

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

The student readings in each unit of the Reading Edge curriculum are centered on a topic or theme. For example, in a unit about the topic of immigration students read and compare accounts of immigrant experiences of the past and present, draw conclusions from government reports and census data, and compare different definitions of the American Dream. In another unit that deals with the theme of moments of crisis, students read the correspondence between President Kennedy and Soviet Premier Khrushchev during the Cuban missile crisis and analyze word choice to compare tone and underlying message. They also read a 1961 government publication about what to do in case of nuclear attack and a poem about a family fallout shelter to compare tone and message.

Related targeted skills:

Analyze relationships (ideas, text structures, story elements) [RE]; Draw conclusions [DC]; Identify author’s purpose [AP]

Range of Reading and Level of Text Complexity

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

In the Reading Edge High School students are grouped for reading by instructional reading level. Placement is fluid based on multiple measures of student achievement. After initial grouping, students are reassessed quarterly to determine their present level of performance. As soon as students are ready, they are moved to the next level. This structure allows for both differentiated, targeted instruction and rapid acceleration. Most students do not need to spend an entire year at any one level, but they do need to fill in missing instruction and practice weak skills to move on to grade level and beyond as soon as possible. This approach motivates students to achieve by making them aware of their gains, and what they still need to learn to succeed.

On Grade Level or Above

Level 9, PreHonors, and PreAP Levels: Students read a variety of texts including primary sources, informational texts in science, technology, math, history, art, and social sciences, as well as essays, poetry, speeches and short stories. These readings are typical of complex text encountered in high school content area classes, textbooks, and on college entrance exams. Students receive explicit instruction in the metacognitive strategies they need for critical reading of these texts as well as structured practice in vocabulary building and writing clearly in response to reading.

Below Grade Level

Levels 4–8+ (grades 4 through 8 reading levels) use expository, short stories, novels, poetry, drama, and speeches to help students become more strategic readers and respond to text effectively using the writing process. Focus is on instruction in four reading strategies (clarifying, predicting, questioning, and summarizing), building vocabulary and fluency, and on core reading skills such as identifying main ideas, sequencing information and events, comparing and contrasting, distinguishing fact from opinion, recognizing cause/effect and problem/solution relationships, drawing conclusions, and analyzing story elements and the author's craft.

Significantly Below Grade Level

Levels 2 and 3 (grades 2 and 3 reading levels) use simple expository, fiction and reader's theater to focus on basic decoding skills, improving reading fluency (the ability to read smoothly at an acceptable speed with few errors and good expression), building vocabulary, and improving comprehension.

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

Grades 9-10
Key Ideas and Details
<p>Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>
<p>Grades 9-10: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <ul style="list-style-type: none"> Drawing conclusions and supporting them with evidence from literary text is a primary focus of instruction and assessment in the following lessons: <p>Level 9/Unit 2 Question the Author: Cycle 1, Lesson 3 Cycle 2, Lesson 1</p> <p>Level 9/Unit 3 Draw Conclusions from Evidence: Cycle 1, Lessons 1, 2, 4</p> <p>Level PreHonors/Unit 2 Multiple Meanings: Cycle 1, Lessons 1-4, 6 Cycle 2, Lessons 1-4, 6</p> <p>Level PreAP/Unit 3 Author's Choices: Cycle 1, Lessons 1, 2</p> <p>Level PreAP/Unit 4 Connecting Ideas Across Texts: Cycle 1, Lesson 2</p> <p>For students reading on other grade levels:</p> <p>Level 8/Unit 3 Clarify Complex Text: (Release date: 9/2011) Cycle 1, Lessons 1-4,6 Cycle 2, Lessons 1,2,4,6</p> <p>Level 7/Unit 1 Explain Your Ideas: Cycle 1, Lessons 1, 3, 6 Cycle 2, Lessons 1-3, 6</p> <p>Level 7/Unit 4 Analyze Complex Characters: (Release date: 9/2011) Cycle 1, Lessons 1-4, 6 Cycle 2, Lessons 1-4, 6</p> <p>Level 6/Unit 1 Author's Intent: Cycle 1, Lessons 1, 6 Cycle 2, Lessons 1, 2, 6</p> <p>Level 5/Unit 1 Make Inferences: Cycle 1, Lessons 2, 5 Cycle 2, Lesson 4</p> <p>Level 5/Unit 4/Author's Craft: (Release date: 9/2011) Cycle 1, Lessons 1-4, 6 Cycle 2, Lessons 3, 4, 6</p> <p>Level 4/Unit 1 Identify Main Events:</p>

<p>Cycle 1, Lessons 2-4, 6</p> <p>Cycle 2, Lesson 6</p> <p>Level 4/Unit 4 Build Vocabulary: (Release date: 9/2011)</p> <p>Cycle 1, Lessons 1-3, 6</p> <p>Cycle 2, Lessons 2-4, 6</p>
<p>Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>
<p>Grades 9-10: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <ul style="list-style-type: none"> • A primary focus of the following lessons is determining theme or central idea, analyzing its development over the course of text, and providing an objective summary: <p>Level 9/Unit 2 Question the Author:</p> <p>Cycle 1, Lesson 6</p> <p>Cycle 2, Lesson 1</p> <p>Level 9/Unit 3 Draw Conclusions from Evidence:</p> <p>Cycle 1, Lesson 4</p> <p>Level 9/Unit 6 Strategy Practice:</p> <p>Cycle 2, Lesson 6</p> <p>Level PreHonors/Unit 1 Make Connections:</p> <p>Cycle 1, Lesson 2</p> <p>Level PreHonors/Unit 2 Multiple Meanings:</p> <p>Cycle 1, Lessons 1, 3, 6</p> <p>Cycle 2, Lessons 1-4, 6</p> <p>Level PreAP/Unit 3 Author's Choices:</p> <p>Cycle 2, Lesson 1</p> <p>Level PreAP/Unit 4 Connecting Ideas Across Texts:</p> <p>Cycle 1, Lesson 2</p> <p>Cycle 2, Lessons 2-4</p> <p>For students reading on other grade levels:</p> <p>Level 8/Unit 1/Informed Decision Making:</p> <p>Cycle 1, Lessons 1-3</p> <p>Cycle 2, Lesson 3</p> <p>Level 8/Unit 3 Clarify Complex Text: (Release date: 9/1/11)</p> <p>Cycle 1, Lessons 1-4, 6</p> <p>Cycle 2, Lessons 1-4, 6</p> <p>Level 7/Unit 1 Explain Your Ideas:</p> <p>Cycle 1, Lessons 1-4, 6</p> <p>Cycle 2, Lessons 3, 4, 6</p> <p>Level 7/Unit 4 Analyze Complex Characters: (Release date: 9/2011)</p> <p>Cycle 1, Lessons 2, 4, 6</p> <p>Cycle 2, Lessons 1, 3, 6</p>

Level 6/Unit 1 **Author's Intent:**

Cycle 2, Lessons 3, 6

Level 5/Unit 1 **Make Inferences:**

Cycle 2, Lessons 2-4, 6

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

Grades 9-10: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

- A primary focus of the following lessons is analyzing character development and how it affects plot and/or theme.

Level PreHonors/Unit 2 **Multiple Meanings:**

Cycle 2, Lesson 6

For students reading on other grade levels:

Level 8/Unit 1/**Informed Decision Making:**

Cycle 1, Lessons 2, 3

Level 6/Unit 1 **Author's Intent:**

Cycle 1, Lessons 3, 4, 6

Cycle 2, Lessons 1-3, 6

Level 7/Unit 4 **Analyze Complex Characters:** (Release date: 9/2011)

Cycle 1, Lessons 1-4, 6

Cycle 2, Lessons 1-4, 6

Level 5/Unit 1 **Make Inferences:**

Cycle 1, Lessons 1-4, 6

Cycle 2, Lessons 1, 2, 3, 6

Level 5/Unit 4/**Author's Craft:** (Release date: 9/1/11)

Cycle 1, Lessons 2-4, 6

Cycle 2, Lessons 1, 2, 6

Craft and Structure

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

Grades 9-10: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

- A primary focus of the following lessons is clarifying the meanings of words and phrases (including connotative and figurative) and analyzing how word choice affects meaning and tone.

Level 9/Unit 2 **Question the Author:**

Cycle 1, Lessons 4, 6

Cycle 2, Lesson 1

Level PreHonors/Unit 2 **Multiple Meanings:**

Cycle 1, Lessons 1-4, 6

Cycle 2, Lessons 1-4, 6

Level PreAP/Unit 3 **Author's Choices:**

Cycle 1, Lessons 1, 2

Cycle 2, Lesson 2

Level PreAP/Unit 4 **Connecting Ideas Across Texts:**

Cycle 1, Lesson 2

Cycle 2, Lesson 4

For students reading on other grade levels:

Level 8/Unit 1/**Informed Decision Making:**

Cycle 1, Lessons 2-4

Cycle 2, Lesson 3

Level 7/Unit 1 **Explain Your Ideas:**

Cycle 1, Lesson 2

Level 7/Unit 4 **Analyze Complex Characters:** (Release date: 9/2011)

Cycle 1, Lessons 1-3, 6

Cycle 2, Lessons 3, 4, 6

Level 6/Unit 1 **Author's Intent:**

Cycle 1, Lessons 4, 6

Cycle 2, Lessons 1, 2, 4, 6

Level 5/Unit 1 **Make Inferences:**

Cycle 1, Lessons 1, 3, 4, 6

Cycle 2, Lessons 2, 3

Level 5/Unit 4/**Author's Craft:** (Release date: 9/1/11)

Cycle 1, Lessons 3, 4, 6

Cycle 2, Lessons 2, 6

Level 4/Unit 1 **Identify Main Events:**

Cycle 1, Lesson 3

Cycle 2, Lesson 6

Level 4/Unit 4 **Build Vocabulary:** (Release date: 9/2011)

Cycle 1, Lessons 1-4, 6

Cycle 2, Lessons 1-4, 6

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

Grades 9-10: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

- A primary focus of the following lessons is analyzing the structure of a literary text to determine how the author's choices create effects:

Level PreHonors/Unit 2 **Multiple Meanings:**

Cycle 1, Lesson 4

For students reading on other grade levels:

Level 7/Unit 4 **Analyze Complex Characters:** (Release date: 9/2011)

Cycle 1, Lessons 3, 6

Cycle 2, Lessons 3, 4, 6

Level 6/Unit 1 **Author's Intent:**

Cycle 1, Lessons 2, 3, 4

Cycle 2, Lessons 1-4, 6

Level 5/Unit 4/**Author's Craft:** (Release date: 9/1/11)

Cycle 1, Lessons 1, 3-4

Cycle 2, Lesson 3, 6

Level 4/Unit 4 **Build Vocabulary:** (Release date: 9/2011)

Cycle 1, Lesson 3

Cycle 2, Lessons 1, 2, 6

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

Grades 9-10: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas

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

Grades 9-10: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musee des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

- A primary focus of the following lesson is analyzing and comparing treatments of a key scene in two different artistic mediums:

Level 9/Unit 2 **Question the Author:**

Cycle 1, Lesson 2

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

(Not applicable to literature)

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

Grades 9-10: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

- A primary focus of the following lesson is analyzing stories that draw on a classic tale.

Level 9/Unit 5 **Strategy Practice:**
Cycle 1, Lesson 4

Range of Reading and Level of Text Complexity

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

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 complexity band independently and proficiently.

Following is a list of literary texts read by students in Levels 9, PreHonors, and PreAP:

FICTION

Student Reading	Unit
The Adventure of the Sussex Vampire by Arthur Conan Doyle	PreHonors Unit 1 Make Connections
Excerpt from <i>The War of the Worlds</i> by H.G. Wells (chapters 1-5)	Level 9 Unit 2 Question the Author
Memento Nora	Level 9 Unit 1 Clarifying
Fire in his Eyes	Level 9 Unit 6 Strategy Practice
The Adventure of the Cardboard Box by Arthur Conan Doyle	Level PreAP Gateway Assessment B

POETRY

Student Reading	Unit
Fire and Ice by Robert Frost	Level 9 Unit 2 Question the Author
Second Coming by William Butler Yeats	Level 9 Unit 2 Question the Author
The New Colossus by Emma Lazarus	Level 9 Unit 3 Draw Conclusions
Anna Imroth by Carl Sandburg	PreHonors Unit 2 Multiple Meanings
<i>You Hear Me? Poems and Writings by Teenage Boys</i>	PreHonors Unit 2 Multiple Meanings
Who Am I? by Carl Sandburg	PreHonors Unit 2 Multiple Meanings
Does It Matter? By Siegfried Sassoon	PreHonors Unit 2 Multiple Meanings
Poetry by Haki R. Madhubuti	PreHonors Unit 2 Multiple Meanings
Joy by Sara Teasdale	PreAP Gateway Assessment C
712 (Because I Could Not Stop for Death) by Emily Dickinson	PreAP Gateway Assessment C

DRAMA

Student Reading	Unit
Cyrano de Bergerac (No Thank You speech)	PreAP Unit 1 Make a Point
Henry V by Shakespeare (2 speeches)	PreAP Unit 1 Make a Point
Julius Caesar by Shakespeare Act 3 Scene 2	PreAP Gateway Assessment C
Hamlet's Soliloquy by Shakespeare	PreHonors Unit 2 Multiple Meanings

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

Grades 9-10
Key Ideas and Details
Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
<p>Grades 9-10: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <ul style="list-style-type: none"> Drawing conclusions and supporting them with evidence from informational text is a primary focus of instruction and assessment in the following lessons: <p>Level 9/Unit 1 Clarifying: Cycle 1, Lesson 5</p> <p>Level 9/Unit 3 Draw Conclusions from Evidence: Cycle 2, Lessons 1, 2</p> <p>Level 9/Unit 4 Study Power: Cycle 2, Lesson 1</p> <p>Level 9/Unit 5 Strategy Practice: Cycle 1, Lessons 2, 6 Cycle 2, Lessons 2-4, 6</p> <p>Level PreHonors/Unit 1 Make Connections: Cycle 1, Lessons 3, 6 Cycle 2, Lessons 1, 2</p> <p>Level PreHonors/Unit 3 Recognize Text Patterns: Cycle 1, Lessons 1, 2, 4, 6</p> <p>Level PreHonors/Unit 4 Analyze Arguments: Cycle 1, Lessons 2, 4, 6 Cycle 2, Lessons 3, 4</p> <p>Level PreAP/Unit 1 Make a Point, State Your Reasons: Cycle 1, Lesson 1</p> <p>Level PreAP/Unit 3 Author's Choices: Cycle 1, Lesson 4 Cycle 2, Lesson 1</p> <p>Level PreAP/Unit 4 Connecting Ideas Across Texts: Cycle 1, Lesson 1 Cycle 2, Lesson 3</p> <p>For students reading on other grade levels: Level 8/Unit 2 Identify Problems and Solutions: Cycle 1, Lesson 2</p> <p>Level 7/Unit 3 Summarize: (Release date: 9/2011)</p>

<p>Cycle 1, Lesson 2</p> <p>Cycle 2, Lesson 2, 4</p> <p>Level 6/Unit 2 Use Multiple Sources:</p> <p>Cycle1, Lesson 2</p> <p>Level 6/Unit 4 Organize Information: (Release date: 9/2011)</p> <p>Cycle 1, Lessons 2-4, 6</p> <p>Cycle 2, Lesson 3, 6</p> <p>Level 5/Unit 2 Read for a Purpose:</p> <p>Cycle 1, Lessons 4, 6</p> <p>Cycle 2, Lesson 1</p> <p>Level 5/Unit 3 Use Questioning: (Release date: 9/2011)</p> <p>Cycle 1, Lessons 4, 6</p> <p>Cycle 2, Lessons 1, 2, 6</p> <p>Level 4/Unit 1 Identify Main Events:</p> <p>Cycle 2, Lessons 3, 4</p> <p>Level 4/Unit 3 Compare and Contrast: (Release date: 9/2011)</p> <p>Cycle 1, Lessons 1-3, 6</p> <p>Cycle 2, Lessons 1, 6</p>
<p>Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>
<p>Grades 9-10: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <ul style="list-style-type: none"> • A primary focus of the following lessons is determining theme or central idea, analyzing its development over the course of text, and providing an objective summary: <p>Level 9/Unit 1 Clarifying:</p> <p>Cycle 1, Lesson 3</p> <p>Level 9/Unit 2 Question the Author:</p> <p>Cycle 1, Lesson 1</p> <p>Level 9/Unit 3 Draw Conclusions from Evidence:</p> <p>Cycle 1, Lesson 6</p> <p>Level 9/Unit 4 Study Power:</p> <p>Cycle 1, Lessons 5, 6</p> <p>Level 9/Unit 6 Strategy Practice:</p> <p>Cycle 1, Lessons 2, 4</p> <p>Cycle 2, Lesson 1</p> <p>Level PreHonors/Unit 1 Make Connections:</p> <p>Cycle 1, Lesson 4</p> <p>Cycle 2, Lesson 2</p> <p>Level PreHonors/Unit 3 Recognize Text Patterns:</p> <p>Cycle 1, Lesson 1</p> <p>Level PreHonors/Unit 4 Analyze Arguments:</p>

Cycle 1, Lessons 3, 4

Cycle 2, Lessons 1, 3, 4

Level PreAP/Unit 3 **Author's Choices:**

Cycle 2, Lessons 1, 3, 4, 6

Level PreAP/Unit 4 **Connecting Ideas Across Texts:**

Cycle 1, Lesson 1, 3

For students reading on other grade levels:

Level 8/Unit 2 **Identify Problems and Solutions:**

Cycle 1, Lessons 2-4, 6

Level 7/Unit 2 **Connect Causes and Effects:**

Cycle 2, Lessons 1, 2

Level 7/Unit 3 **Summarize:** (Release date: 9/2011)

Cycle 2, Lessons 2, 4, 6

Level 6/Unit 2 **Use Multiple Sources:**

Cycle 1, Lessons 2-4, 6

Cycle 2, Lessons 1-4, 6

Level 5/Unit 2 **Read for a Purpose:**

Cycle 1, Lesson 2

Level 4/Unit 3 **Compare and Contrast:** (Release date: 9/2011)

Cycle 1, Lessons 1, 6

Cycle 2, Lessons 3, 4, 6

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

Grades 9-10: Analyze how the author unfolds an analysis or series of ideas or events including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

- A primary focus of the following lessons is analyzing the development of and connections between individuals, events, or ideas over the course of a text:

Level 9/Unit 1 **Clarifying:**

Cycle 1, Lesson 3

Level 9/Unit 2 **Question the Author:**

Cycle 2 Lesson 3

Level PreHonors/Unit 1 **Make Connections:**

Cycle 2, Lessons 1, 2

Level PreHonors/Unit 3 **Recognize Text Patterns:**

Cycle 1, Lessons 1, 6

Level PreHonors/Unit 4 **Analyze Arguments:**

Cycle 2, Lesson 2

Level PreAP/Unit 2 **Clarifying Ideas**

Cycle 2, Lessons 2-4

Level PreAP/Unit 4 **Connecting Ideas Across Texts:**

Cycle 1, Lesson 1

Cycle 2, Lessons 2, 3

For students reading on other grade levels:

Level 8/Unit 2 **Identify Problems and Solutions:**

Cycle 1, Lesson 1

Level 7/Unit 2 **Connect Causes and Effects:**

Cycle 2, Lesson 1

Level 7/Unit 3 **Summarize:** (Release date: 9/2011)

Cycle 1, Lessons 2, 3, 4, 6

Cycle 2, Lesson 6

Level 5/Unit 2 **Read for a Purpose:**

Cycle 2, Lessons 1-4, 6

Level 5/Unit 3 **Use Questioning:** (Release date: 9/2011)

Cycle 1, Lessons 1-4, 6

Cycle 2, Lessons 1-4, 6

Level 4/Unit 1 **Identify Main Events:**

Cycle 2, Lesson 1

Level 4/Unit 3 **Compare and Contrast:** (Release date: 9/2011)

Cycle 1, Lessons 2-4, 6

Cycle 2, Lessons 1, 2, 4, 6

Craft and Structure

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

Grades 9-10: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

- A primary focus of the following lessons is clarifying the meanings of words and phrases (including connotative and figurative) and analyzing how word choice affects meaning and tone:

Level 9/Unit 1 **Clarifying:**

Cycle 2, Lesson 2

Level 9/Unit 2 **Question the Author:**

Cycle 1, Lesson 2

Cycle 2, Lessons 3, 4, 6

Level 9/Unit 5 **Strategy Practice:**

Cycle 1, Lessons 1, 6

Cycle 2, Lessons 1, 3, 4, 6

Level 9/Unit 6 **Strategy Practice:**

Cycle 1, Lessons 1, 2

Cycle 2, Lesson 1

Level PreHonors/Unit 3 **Recognize Text Patterns:**

Cycle 1, Lesson 4

Level PreAP/Unit 2 **Clarifying Ideas:**

Cycle 2, Lesson 1

Level PreAP/Unit 3 **Author's Choices:**

Cycle 1, Lesson 3

Cycle 2, Lessons 1-3

For students reading on other grade levels:

Level 6/Unit 2 **Use Multiple Sources:**

Cycle 1, Lessons 3, 4

Cycle 2, Lesson 4

Level 6/Unit 4 **Organize Information:** (Release date: 9/2011)

Cycle 1, Lessons 1, 2, 6

Cycle 2, Lessons 2, 6

Level 5/Unit 3 **Use Questioning:** (Release date: 9/2011)

Cycle 2, Lessons 3, 6

Level 4/Unit 1 **Identify Main Events:**

Cycle 2, Lessons 1, 4

Level 4/Unit 3 **Compare and Contrast:** (Release date: 9/2011)

Cycle 1, Lesson 4

Cycle 2, Lesson 2

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

Grades 9-10: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of text (e.g., a section or chapter).

- A primary focus of the following lessons is identifying and explaining how particular sentences or passages of text develop, refine, or support an author's ideas or claims:

Level 9/Unit 2 **Question the Author:**

Cycle 2, Lesson 4

Level 9/Unit 5 **Strategy Practice:**

Cycle 2, Lesson 1

Level PreHonors/Unit 1 **Make Connections:**

Cycle 2, Lesson 1

Level PreHonors/Unit 3 **Recognize Text Patterns:**

Cycle 1, Lesson 4

Level PreHonors/Unit 4 **Analyze Arguments:**

Cycle 1, Lessons 3, 4

Cycle 2, Lessons 1, 2

Level PreAP/Unit 1 **Make a Point, State Your Reasons**

Cycle 1, Lesson 1

Level PreAP/Unit 3 **Author's Choices:**

Cycle 1, Lesson 1

For students reading on other grade levels:

Level 7/Unit 2 **Connect Causes and Effects:**

Cycle 2, Lesson 3

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

Grades 9-10: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

- A primary focus of the following lessons is determining author's point of view or purpose and analyzing his or her use of language to support that view or purpose:

Level 9/Unit 2 **Question the Author:**

Cycle 2, Lessons 3, 4, 6

Level PreHonors/Unit 4 **Analyze Arguments:**

Cycle 1, Lesson 3

Cycle 2, Lesson 4

Level PreAP/Unit 1 **Make a Point, State Your Reasons:**

Cycle 1, Lesson 1

Cycle 2, Lessons 1-3, 6

Level PreAP/Unit 2 **Clarifying Ideas:**

Cycle 2, Lesson 3

Level PreAP/Unit 3 **Author's Choices:**

Cycle 1, Lesson 4

Cycle 2, Lesson 1

Integration of Knowledge and Ideas

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

Grades 9-10: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

- A primary focus of the following lessons is analyzing and comparing accounts of a subject told in two different mediums:

For students reading on other grade levels:

Level 7/Unit 3 **Summarize:** (Release date: 9/2011)

Cycle 1, Lesson 4

Cycle 2, Lesson 1

Level 4/Unit 3 **Compare and Contrast:** (Release date: 9/2011)

Cycle 1, Lesson 1

Cycle 2, Lessons 1, 2, 4

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

Grades 9-10: Delineate and evaluate the argument and specific claims in a text assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

- A primary focus of the following lessons is analyzing arguments, evaluating the reasoning and evidence, and identifying fallacies:

Level PreHonors/Unit 4 **Analyze Arguments:**

Cycle 1, Lessons 2, 4, 6

Cycle 2, Lessons 1-4, 6

Level PreAP/Unit 1 **Make a Point, State Your Reasons**

Cycle 1, Lessons 1, 2, 6

Cycle 2, Lessons 1, 4-6

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

Grades 9-10: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

- A primary focus of the following lessons is analyzing seminal U.S. documents to determine meaning and significance:

Level PreHonors/Unit 4 **Analyze Arguments:**

Cycle 2, Lessons 4, 6

Level PreAP/Unit 1 **Make a Point, State Your Reasons:**

Cycle 2, Lesson 2

Range of Reading and Level of Text Complexity

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

By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 complexity band independently and proficiently.

Following is a list of literary nonfiction texts read by students in Levels 9, PreHonors, and PreAP:

LITERARY NONFICTION

Student Reading	Unit
Gettysburg Address	PreAP Unit 1 Make a Point
Patrick Henry’s speech “Liberty or Death”	PreHonors Unit 4 Analyze Arguments
John F. Kennedy, Rice University Address	PreAP Unit 1 Make a Point
<i>Oxford Book of Modern Science Writing</i>	PreAP Unit 3 Author’s Choices
<i>War Is...Soldiers, Survivors and Storytellers Talk about War</i>	PreAP Unit 4 Connecting Ideas Across Texts

Literacy in History/Social Studies

Grades 9-10
Key Ideas and Details
Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
<p>Grades 9-10: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as date and origin of the information.</p> <ul style="list-style-type: none"> A primary focus of the following lessons is analyzing primary and secondary sources, drawing conclusions, and supporting the conclusions with textual evidence: <p>Level 9/Unit 2 Question the Author: Cycle 2, Lesson 6</p> <p>Level 9/Unit 3 Draw Conclusions from Evidence: Cycle 1, Lesson 3 Cycle 2, Lessons 2-6</p> <p>Level PreHonors/Unit 3 Recognize Text Patterns: Cycle 1, Lesson 3 Cycle 2, Lesson 3</p> <p>Level PreAP/Unit 2 Clarifying Ideas: Cycle 1, Lesson 1, 2, 6</p> <p>Level PreAP/Unit 4 Connecting Ideas Across Texts: Cycle 1, Lesson 3, 6 Cycle 2, Lessons 1, 2, 4, 6</p> <p>For students reading on other grade levels:</p> <p>Level 8/Unit 3 Clarify Complex Text: (Release date: 9/2011) Cycle 1, Lessons 1-3, 6 Cycle 2, Lessons 2, 3, 6</p> <p>Level 8/Unit 4 Interpret Information: (Release date: 9/2011) Cycle 1, Lessons 2-4, 6</p> <p>Level 7/Unit 2 Connect Causes and Effects: Cycle 1, Lessons 1, 4, 6 Cycle 2, Lessons 2, 3, 5, 6</p> <p>Level 6/Unit 3 Reading Primary Sources: (Release date: 9/2011) Cycle 1, Lessons 1, 2, 4, 6 Cycle 2, Lessons 1, 2, 4, 6</p> <p>Level 5/Unit 3 Use Questioning: (Release date: 9/2011) Cycle 1, Lessons 4, 6 Cycle 2, Lessons 1, 2, 6</p> <p>Level 4/Unit 2 Use Context: Cycle 2, Lessons 1, 4</p>

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

Grades 9-10: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

- A primary focus of the following lessons is identifying the central ideas in a primary or secondary source and providing a summary of ideas or events.

Level 9/Unit 2 **Question the Author:**

Cycle 2, Lessons 2, 3, 6

Level 9/Unit 3 **Draw Conclusions from Evidence:**

Cycle 1, Lesson 4

Cycle 2, Lessons 1, 2, 3

Level PreHonors/Unit 3 **Recognize Text Patterns:**

Cycle 1, Lessons 1, 3

Cycle 2, Lesson 3

Level PreAP/Unit 2 **Clarifying Ideas**

Cycle 1, Lesson 1-4, 6

Level PreAP/Unit 4 **Connecting Ideas Across Texts:**

Cycle 1, Lessons 4, 6

Cycle 2, Lessons 1,2,6

For students reading on other grade levels:

Level 7/Unit 2 **Connect Causes and Effects:**

Cycle 1, Lessons 2, 4

Cycle 2, Lessons 1, 6

Level 6/Unit 3 **Reading Primary Sources:** (Release date: 9/2011)

Cycle 1, Lessons 4, 6

Level 5/Unit 3 **Use Questioning:** (Release date: 9/2011)

Cycle 1, Lessons 1-4, 6

Cycle 2, Lessons 1-4, 6

Level 4/Unit 2 **Use Context:**

Cycle 1, Lessons 2-4, 6

Cycle 2, Lessons 1-4, 6

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

Grades 9-10: Analyze in detail a series of events described in the text; determine whether earlier events caused later ones or simply preceded them.

- A primary focus of the following lessons is analyzing events and identifying causal relationships:

Level 9/Unit 3 **Draw Conclusions from Evidence:**

Cycle 2, Lessons 1, 2, 6

Level PreHonors/Unit 3 **Recognize Text Patterns:**

Cycle 2, Lesson 3

Level PreAP/Unit 2 **Clarifying Ideas:**

Cycle 1, Lesson 4

Cycle 2, Lesson 6

For students reading on other grade levels:

Level 8/Unit 3 **Clarify Complex Text:** (Release date: 9/2011)

Cycle 1, Lessons 4, 6

Cycle 2, Lessons 3, 6

Level 8/Unit 4 **Interpret Information:** (Release date: 9/2011)

Cycle 1, Lessons 3, 4, 6

Level 7/Unit 2 **Connect Causes and Effects:**

Cycle 1, Lesson 1

Cycle 2, Lessons 2-4, 6

Level 6/Unit 3 **Reading Primary Sources:** (Release date: 9/2011)

Cycle 2, Lesson 2

Craft and Structure

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

Grades 9-10: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

- Clarifying the meaning of words and phrases including vocabulary associated with political, social, or economic aspects of history/social science is a primary focus of the following lessons:

Level 9/Unit 2 **Question the Author:**

Cycle 2, Lesson 2

Level 9/Unit 3 **Draw Conclusions from Evidence:**

Cycle 1, Lesson 3

Level PreAP/Unit 2 **Clarifying Ideas:**

Cycle 1, Lesson 4

Cycle 2, Lesson 6

Level PreAP/Unit 4 **Connecting Ideas Across Texts:**

Cycle 1, Lesson 4

For students reading on other grade levels:

Level 8/Unit 3 **Clarify Complex Text:** (Release date: 9/2011)

Cycle 1, Lessons 1-4, 6

Cycle 2, Lessons 1-4, 6

Level 7/Unit 2 **Connect Causes and Effects:**

Cycle 1, Lessons 2, 3, 6

Cycle 2, Lessons 2, 4

Level 6/Unit 3 **Reading Primary Sources:** (Release date: 9/2011)

<p>Cycle 1, Lessons 1-3, 6</p> <p>Cycle 2, Lessons 3, 4, 6</p> <p>Level 6/Unit 4 Organize Information: (Release date: 9/2011)</p> <p>Cycle 1, Lessons 1-3, 6</p> <p>Cycle 2, Lessons 2, 6</p> <p>Level 5/Unit 3 Use Questioning: (Release date: 9/2011)</p> <p>Cycle 2, Lessons 3, 6</p> <p>Level 4/Unit 2 Use Context:</p> <p>Cycle 1, Lessons 1, 3, 4, 6</p> <p>Cycle 2, Lessons 2, 3, 6</p>
<p>Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>
<p>Grades 9-10: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <ul style="list-style-type: none"> • A primary focus of the following lessons is analyzing text structure and how it reflects the author's intent. <p>Level 9/Unit 3 Draw Conclusions from Evidence:</p> <p>Cycle 1, Lesson 5</p> <p>Level PreHonors/Unit 3 Recognize Text Patterns:</p> <p>Cycle 1, Lessons 1-4, 6</p> <p>Cycle 2, Lessons 1- 3, 6</p> <p>Level PreAP/Unit 2 Clarifying Ideas:</p> <p>Cycle 1, Lesson 1</p> <p>Level PreAP/Unit 4 Connecting Ideas Across Texts:</p> <p>Cycle 1, Lesson 3</p> <p>For students reading on other grade levels:</p> <p>Level 7/Unit 2 Connect Causes and Effects:</p> <p>Cycle 1, Lessons 2, 3, 6</p> <p>Cycle 2, Lessons 4</p> <p>Level 5/Unit 3 Use Questioning: (Release date: 9/2011)</p> <p>Cycle 1, Lesson 3</p>
<p>Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.</p>
<p>Grades 9-10: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <ul style="list-style-type: none"> • A primary focus of the following lessons is comparing authors' points of view on the same or similar topics and their approaches: <p>Level 9/Unit 2 Question the Author:</p> <p>Cycle 2, Lessons 3, 4, 6</p> <p>Level 9I/Unit 3 Draw Conclusions from Evidence:</p>

Cycle 1, Lessons 1, 4, 5

Cycle 2, Lesson 5

Level PreHonors/Unit 3 **Recognize Text Patterns:**

Cycle 1, Lesson 3

Level PreAP/Unit 4 **Connecting Ideas Across Texts:**

Cycle 1, Lessons 1, 4, 6

Cycle 2, Lessons 2-4, 6

For students reading on other grade levels:

Level 8/Unit 4 **Interpret Information:** (Release date: 9/2011)

Cycle 1, Lessons 2-4, 6

Level 6/Unit 3 **Reading Primary Sources:** (Release date: 9/2011)

Cycle 2, Lessons 4, 6

Integration of Knowledge and Ideas

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

Grades 9-10: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

- A primary focus of the following lessons is interpreting quantitative data and drawing conclusions about its connection to ideas in text.

Level 9/Unit 1 **Clarifying:**

Cycle 2, Lessons 3, 4, 6

Level 9/Unit 3 **Draw Conclusions from Evidence:**

Cycle 1, Lessons 3, 6

Cycle 2, Lessons 1, 4, 6

Level PreHonors/Unit 3 **Recognize Text Patterns:**

Cycle 1, Lessons 1, 3

For students reading on other grade levels:

Level 8/Unit 1/**Informed Decision Making:**

Cycle 1, Lesson 4

Level 7/Unit 2 **Connect Causes and Effects:**

Cycle 2, Lesson 3

Level 6/Unit 3 **Reading Primary Sources:** (Release date: 9/2011)

Cycle 1, Lessons 1, 2

Level 6/Unit 4 **Organize Information:** (Release date: 9/2011)

Cycle 1, Lesson 2

Level 5/Unit 3 **Use Questioning:** (Release date: 9/2011)

Cycle 1, Lessons 1, 2, 4

Level 4/Unit 1 **Identify Main Events:**

Cycle 2, Lesson 4

Level 4/Unit 2 **Use Context:**

Cycle 2, Lesson 3

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

Grades 9-10: Assess the extent to which the reasoning and evidence in a text support the author's claims.

- A primary focus of the following lessons is analyzing arguments, evaluating the reasoning and evidence, and identifying fallacies:

Level PreHonors/Unit 4 **Analyze Arguments:**
Cycle 2, Lessons 4, 6

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

Grades 9-10: Compare and contrast treatments of the same topic in several primary and secondary sources.

- A primary focus of the following lessons is comparing and contrasting authors' points of view and approaches.

Level 9/Unit 3 **Draw Conclusions from Evidence:**
Cycle 2, Lessons 2-4, 6

Level PreAP/Unit 4 **Connecting Ideas Across Texts:**
Cycle 1, Lesson 4
Cycle 2, Lessons 1-4, 6

For students reading on other grade levels:

Level 8/Unit 4 **Interpret Information:** (Release date: 9/2011)
Cycle 1, Lessons 2, 4, 6

Level 6/Unit 3 **Reading Primary Sources:** (Release date: 9/2011)
Cycle 1, Lesson 4
Cycle 2, Lessons 3, 4

Range of Reading and Level of Text Complexity

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

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 complexity band independently and proficiently.

Following is a list of texts in history/social studies read by students in Levels 9, PreHonors, and PreAP:

PRIMARY SOURCES AND DOCUMENTS (see also Essays and Speeches below)

Student Reading	Unit
Correspondence between President Kennedy and Chairman Khrushchev: October, 1962	Level 9 Unit 2 Question the Author

“Concerning A Mortality In The City Of Florence In Which Many People Died”	PreHonors Unit 3 Recognize Text Patterns
“Declaration of Sentiments” (women’s rights)	PreAP Unit 2 Clarifying Ideas
“The Art of War” by Sun Tzu	PreAP Unit 2 Clarifying Ideas

ESSAYS AND SPEECHES

Student Reading	Unit
The Hottest Moment in the Cold War	Level 9 Unit 2 Question the Author
Essays in <i>War Is...Soldiers, Survivors and Storytellers Talk About War</i>	PreAP Unit 4 Connecting Ideas Across Texts
Raising the Driving Age	PreHonors Unit 4 Analyze Arguments
Excerpts From June 11, 2008 Congressional Record on Energy Debate	PreHonors Unit 4 Analyze Arguments
Patrick Henry’s “Liberty or Death”	PreHonors Unit 4 Analyze Arguments
Edward VIII’s Abdication	PreAP Unit 1 Make a Point
George Vest “Tribute to a Dog”	PreAP Unit 1 Make a Point
Gettysburg Address	PreAP Unit 1 Make a Point
John F. Kennedy, Rice University Address	PreAP Unit 1 Make a Point
Statement of the Honorable Eni F. H. Faleomavaega Before a Meeting of the U. S. Coral Reef Task Force	PreHonors Unit 4 Analyze Arguments
The American Dream	Level 9 Unit 3 Draw Conclusions
Press Release from Senator Bill Nelson’s Office	PreHonors Unit 4 Analyze Arguments
Press Release from Senator Olympia Snowe’s Office	PreHonors Unit 4 Analyze Arguments
The Art of Conversation	Level 9 Unit 2 Question the Author

NONFICTION (History/Social Sciences)

Student Reading	Unit
The Cold War (1945-1990)	Level 9 Unit 2 Question the Author
The Hottest Moment in the Cold War	Level 9 Unit 2 Question the Author
Fallout Protection	Level 9 Unit 2 Question the Author
Radio Drama Sparks Public Panic	Level 9 Unit 2 Question the Author
Short excerpt from <i>The Epic of America</i> by James Truslow Adams	Level 9 Unit 3 Draw Conclusions
What is the American Dream?	Level 9 Unit 3 Draw Conclusions
<i>Forty-Cent Tip: Stories of New York City Immigrant Workers</i>	Level 9 Unit 3 Draw Conclusions
The Foreign-Born Population in the United States: 2003 Population Characteristics	Level 9 Unit 3 Draw Conclusions
Immigration in the U.S. by Decade,” U.S. Census Bureau data	Level 9 Unit 3 Draw Conclusions
Summary of report Immigration’s Economic Impact from Executive Office of the President, Council of Economic Advisers	Level 9 Unit 3 Draw Conclusions
Immigration Timeline Sources: Library of Congress	Level 9 Unit 3 Draw Conclusions
Table 1. Immigration Movement to the United States of Selected Countries: 1820-1999	Level 9 Unit 3 Draw Conclusions
Experiences of Past Immigrants	Level 9 Unit 3 Draw Conclusions
The Chinese Experience	Level 9 Unit 3 Draw Conclusions
The Future of U.S. Immigration	Level 9 Unit 3 Draw Conclusions

Achieving the American Dream?	Level 9 Unit 3 Draw Conclusions
Faces of America New Citizens	Level 9 Unit 3 Draw Conclusions
The Impact of Immigration on Social Security and the National Economy	Level 9 Unit 3 Draw Conclusions
Systems Theory	Level 9 Unit 4 Study Power
Arts in Ancient Greece	Level 9 Unit 4 Study Power
Impact of Disease on Historical Events	PreHonors Unit 3 Recognize Text Patterns
Plague	PreHonors Unit 3 Recognize Text Patterns
Contagion on the Internet	PreHonors Unit 3 Recognize Text Patterns
The Problem of Malaria	PreHonors Unit 3 Recognize Text Patterns
The Deadly Influenza Pandemic of 1918	PreHonors Unit 3 Recognize Text Patterns
America's First Military Intelligence Director	PreAP Unit 2 Clarifying Ideas
Flight of the President to Washington	PreAP Unit 2 Clarifying Ideas
Saving Mr. Lincoln	PreAP Unit 2 Clarifying Ideas
Intelligence's New Tools	PreAP Unit 2 Clarifying Ideas
Conspiracy in Canada	PreAP Unit 2 Clarifying Ideas
Black Dispatches	PreAP Unit 2 Clarifying Ideas
Using Intel to Stop the Mob	PreAP Unit 2 Clarifying Ideas
Famous Spy Cases	PreAP Unit 2 Clarifying Ideas
The Problem of Economic Collection and Industrial Espionage	PreAP Unit 2 Clarifying Ideas
Espionage by the Numbers	PreAP Unit 2 Clarifying Ideas
<i>War Is...Soldiers, Survivors and Storytellers Talk About War</i>	PreAP Unit 4 Connecting Ideas Across Texts
Emotions	Level 9 Unit 6 Strategy Practice
Archaeology	Level 9 Gateway Assessment A
The Garbage Project	Level 9 Gateway Assessment A
Heroes Yesterday and Today	Level 9 Gateway Assessment B
Modernizing Middle and High Schools for the 21 st Century	Level 9 Gateway Assessment B
The Great Depression	Level PreHonors Gateway Assessment A
Bloody Sunday	Level PreHonors Gateway Assessment A
The Boston Tea Party	Level PreHonors Gateway Assessment B
The First Telegraph	Level PreHonors Gateway Assessment B
Senator Carl Levin on Raising the Minimum Wage	Level PreHonors Gateway Assessment C
Senator Tom Coburn on Raising the Minimum Wage	Level PreHonors Gateway Assessment C
The Suffragists	Level PreAP Gateway Assessment A

Section V: Alignment to Reading Standards for Literacy in Science and Technical Subjects

Grades 9-10
Key Ideas and Details
Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
<p>Grades 9-10: Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <ul style="list-style-type: none"> Citing evidence to support analysis of scientific and technical texts is the primary focus of the following lessons: <p>Level 9/Unit 1 Clarifying: Cycle 1, Lesson 6</p> <p>Level 9/Unit 4 Study Power: Cycle 2, Lesson 6</p> <p>Level PreHonors/Unit 1 Make Connections: Cycle 2, Lessons 4, 6</p> <p>Level PreHonors/Unit 3 Recognize Text Patterns: Cycle 2, Lessons 1, 6</p> <p>Level PreAP/Unit 3 Author’s Choices: Cycle 2, Lessons 1, 6</p> <p>For students reading on other grade levels:</p> <p>Level 8/Unit 2 Identify Problems and Solutions: Cycle 2, Lessons 2, 4</p> <p>Level 7/Unit 3 Summarize: (Release date: 9/2011) Cycle 2, Lesson 1</p> <p>Level 4/Unit 1 Identify Main Events: Cycle 2, Lesson 2</p>
Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
<p>Grades 9-10: Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <ul style="list-style-type: none"> Analyzing science and technical texts, making notes on main ideas, and citing details that support the main ideas are the primary intents of instruction in the following lessons:

Level 9/Unit 1 **Clarifying:**

Cycle 1, Lessons 4, 5

Level 9/Unit 6 **Strategy Practice:**

Cycle 1, Lessons 1, 2, 4, 6

Level PreHonors/Unit 1 **Make Connections:**

Cycle 1, Lessons 4, 6

Cycle 2, Lesson 6

Level PreHonors/Unit 3 **Recognize Text Patterns:**

Cycle 2, Lesson 2, 6

Level PreAP/Unit 3 **Author's Choices:**

Cycle 2, Lessons 1, 2, 6

For students reading on other grade levels:

Level 8/Unit 2 **Identify Problems and Solutions:**

Cycle 1, Lessons 2, 3, 4

Cycle 2, Lessons 2, 4, 6

Level 7/Unit 3 **Summarize:** (Release date: 9/2011)

Cycle 2, Lesson 1

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

Grades 9-10: Following precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.

Craft and Structure

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

Grades 9-10: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.

- A primary focus of the following lessons is clarifying the meanings of key terms and domain-specific words and phrases as used in scientific and technical texts:

Level 9/Unit 1 **Clarifying:**

Cycle 1, Lesson 4

Level 9/Unit 4 **Study Power:**

Cycle 2, Lesson 2

Level 9/Unit 6 **Strategy Practice:**

Cycle 1, Lesson 3

Level PreHonors/Unit 1 **Make Connections:**

Cycle 1, Lesson 4

Cycle 2, Lesson 4

Level PreHonors/Unit 3 **Recognize Text Patterns:**

Cycle 2, Lessons 1, 2

Cycle 2, Lessons 4, 6

For students reading on other grade levels:

Level 8/Unit 2 **Identify Problems and Solutions:**

Cycle 2, Lessons 1-4

Level 7/Unit 3 **Summarize:** (Release date: 9/2011)

Cycle 2, Lesson 1

Level 4/Unit 1 **Identify Main Events:**

Cycle 1, Lesson 4

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

Grades 9-10: Analyze the structure of the relationships among concepts in a text including relationships between key terms (e.g., force, friction, reaction force, energy).

- A primary focus of the following lessons is analyzing the relationship between concepts in a scientific/technical text including key terms:

Level 9/Unit 4 **Study Power:**

Cycle 1, Lesson 6

Level PreHonors/Unit 1 **Make Connections:**

Cycle 2, Lessons 1-4, 6

Level PreHonors/Unit 3 **Recognize Text Patterns:**

Cycle 2, Lesson 1

Cycle 2, Lessons 4, 6

Level PreAP/Unit 3 **Author's Choices:**

Cycle 2, Lesson 4, 6

For students reading on other grade levels:

Level 8/Unit 2 **Identify Problems and Solutions:**

Cycle 2, Lessons 1-4

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

Grades 9-10: Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

- A primary focus of the following lessons is analyzing the author's purpose in a scientific/technical text and identifying the question/problem he or she wants to answer/solve:

Level PreHonors/Unit 3 **Recognize Text Patterns:**

Cycle 1, Lessons 1, 2, 4, 6

Cycle 2, Lessons 1, 2, 6

Level PreHonors/Unit 4 **Analyze Arguments:**

Cycle 2, Lessons 2, 3

For students reading on other grade levels:

Level 8/Unit 2 **Identify Problems and Solutions:**

Cycle 1, Lessons 4, 6

Integration of Knowledge and Ideas

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

Grades 9-10: Translate quantitative or technical information expressed in words in a text into visual form (e.g., table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

- A primary focus of the following lessons is expressing quantitative or technical information from a text in visual form or translating visually-presented information into words:

Level 9/Unit 4 **Study Power:**

Cycle 2, Lesson 6

Level PreHonors/Unit 1 **Make Connections:**

Cycle 1, Lesson 3

For students reading on other grade levels:

Level 4/Unit 1 **Identify Main Events:**

Cycle 2, Lesson 1

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

Grades 9-10: Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

- A primary focus of the following lessons is analyzing reasoning and evidence to support an author's answer or solution to a scientific or technical question or problem:

Level PreHonors/Unit 4 **Analyze Arguments:**

Cycle 2, Lessons 2, 3

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

Grades 9-10: Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

- A primary focus of the following lessons is comparing and contrasting findings presented in text noting information that supports or contradicts a finding:

Level PreHonors/Unit 1 **Make Connections:**

Cycle 1, Lesson 3

Level PreHonors/Unit 4 **Analyze Arguments:**

Cycle 2, Lesson 2

Range of Reading and Level of Text Complexity

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

By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 complexity band independently and proficiently.

Following is a list of science texts read by students in Levels 9, PreHonors, and PreAP:

Student Reading	Unit
<i>Magic of Memory</i>	Level 9 Unit 1 Clarifying
Exotic Species	Level 9 Unit 4 Study Power
Predicting Climate Variability and Extreme Events	Level 9 Unit 4 Study Power
<i>Science 101: Forensics</i>	PreHonors Unit 1 Make Connections
Alfred's Crazy Idea (tectonic plate theory)	PreHonors Unit 4 Analyze Arguments
MMWR Weekly (medical study)	PreHonors Unit 4 Analyze Arguments
<i>The Oxford Book of Modern Science Writing</i>	PreAP Unit 3 Author's Choices
The Scourge of Smallpox	PreHonors Unit 3 Recognize Text Patterns
Viruses and Bacteria	PreHonors Unit 3 Recognize Text Patterns
Ten Great Public Health Achievements	PreHonors Unit 3 Recognize Text Patterns
What is Disease?	PreHonors Unit 3 Recognize Text Patterns
How Vaccines Work	PreHonors Unit 3 Recognize Text Patterns
Antimicrobial (Drug) Resistance: A Growing Health Issue	PreHonors Unit 3 Recognize Text Patterns
Effects of Stress	Level 9 Gateway Assessment C
From the American Psychological Association: Stress	Level 9 Gateway Assessment C
Diabetes Prevention Program	PreAP Gateway Assessment A
Renewable Energy	PreAP Gateway Assessment B

The mission of the Success for All Foundation is to develop and disseminate research-proven educational programs to ensure that all students, from all backgrounds, achieve at the highest academic levels.

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