

Title	GRL	F/NF	Genre	Curriculum Links	Description	DOK/Comprehension	Comprehension Focus	Gradual release more teacher support to less teacher support	Types of Assessment Questions	Correlations: Comprehension Strategy	Text Features	Correlations: Text Features	DOK/Vocab	Vocabulary Strategy	Types of Assessment Questions	Correlations: Vocabulary Strategy	Writing Focus	Correlations: Writing Focus
How the Elephant Got Its Trunk <i>Lesson Part 1</i>	N	F	Pour-quoi tale	animals	Curious Nambo is so clumsy with his short snout. No one will play with him or answer all his questions! He just wants to know what crocodiles eat for lunch. Annoyed, Hippopotamus tricks Nambo into finding out the answer for himself. So when Hippopotamus gets stuck in the river, Nambo must decide whether or not to help her. Find out just how the elephant got its long trunk in this unique twist on the tale!	2	Text Evidence	Initial strong focus on teacher modeling and demonstrating through reading aloud, thinking aloud, and writing aloud to show using text-based evidence to support response released to students through guided and independent practice with monitoring by teacher	<ul style="list-style-type: none"> Choose the [sentence/detail, etc.] that best shows _____. (This requires an inference about a concept.) 	CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CA: CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. FL: LAFS.3.RL.1.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. NY: CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. TX: 3.2.b Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to: ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.	Lessons include focus on literary elements and text features within the book.		2	Vocabulary: Words in context	<ul style="list-style-type: none"> Part A: What does the word ____ mean in [the first paragraph]? (Based on an inference) 	CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. CA: CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. FL: LAFS.3.RL.2.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. NY: CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. TX: 3.4.b Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs.	Writing Process: Planning	CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CA: CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. FL: LAFS.3.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. NY: CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. TX: 3.17.a Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals).
<i>Lesson Part 2</i>						2	Main Idea, Theme, Central Idea, Lesson	Initial strong focus on teacher modeling and demonstrating through reading aloud, thinking aloud, and writing aloud to show declarative, procedural and conditional knowledge about main idea, theme, central idea and/or lesson gradually released to students through guided and independent practice with monitoring by teacher	<ul style="list-style-type: none"> Which sentence best states the lesson a character learned? 	CCSS.ELA-Literacy.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. CA: CCSS.ELA-Literacy.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. FL: LAFS.3.RL.1.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. NY: CCSS.ELA-Literacy.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. TX: 3.8.b Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: describe the interaction of characters including their relationships and the changes they undergo.		2	Vocabulary: Words in context	<ul style="list-style-type: none"> Part A: What does the word ____ mean in [the first paragraph]? (Based on an inference) 	CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. CA: CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. FL: LAFS.3.RL.2.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. NY: CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. TX: 3.4.b Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs.	Writing Process: Drafting	CCSS.ELA-Literacy.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. CA: CCSS.ELA-Literacy.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. FL: LAFS.3.W.2.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. NY: CCSS.ELA-Literacy.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. TX: 3.17.b Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: develop drafts by categorizing ideas and organizing them into paragraphs.	

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Traditions Around the World Lesson Part 1	N	NF	Informational Text	customs, holidays and celebrations, people and places, social science, traditions	People all around the world practice special traditions. Some traditions involve holidays, food, or clothing. Others involve daily habits, such as how to say “hello” to a new person or when to remove your shoes. What traditions do you share with others around the world?	2	Author’s Message	Initial strong focus on teacher modeling and demonstrating through reading aloud, thinking aloud, and writing aloud to show declarative, procedural, and conditional knowledge about author’s message gradually released to students through guided and independent practice with monitoring by teacher	<ul style="list-style-type: none"> What [two] conclusions about the author’s message can be drawn based on the paragraph. 	CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. CA: CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. FL: LAFS.3.RI.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea NY: CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. TX: 3.10 Students analyze, make inferences and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the difference between a stated and an implied purpose for an expository text.	TOC, headings, maps	CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. CA: CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. FL: LAFS.3.RI.2.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. NY: CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. TX: 3.13.d Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.	2	Vocabulary: Applying words in context	<ul style="list-style-type: none"> Part A: What does the word _____ mean in paragraph _____? Part B: Which of the following in the article might represent a _____ to the author? 	CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. CA: CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. FL: LAFS.3.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. NY: CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. TX: 3.4.b Students understand new vocabulary and use it when reading and writing. Students are expected to: determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs.	Writing Process: Revising	CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CA: CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. FL: LAFS.3.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. NY: CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. TX: 3.17.d Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric.
Lesson Part 2						2	Paraphrasing/ Explaining Meaning	Initial strong focus on teacher modeling and demonstrating through reading aloud, thinking aloud, and writing aloud to show declarative, procedural, and conditional knowledge about paraphrasing and explaining meaning gradually released to students through guided and independent practice with monitoring by teacher	<ul style="list-style-type: none"> In your own words, explain the quote _____. (or the meaning of _____) 	CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. CA: CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. FL: LAFS.3.RI.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea NY: CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. TX: 3.13.b Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: draw conclusions from the facts presented in text and support those assertions with textual evidence.			2	Vocabulary: Applying words in context	<ul style="list-style-type: none"> Part A: What does the word _____ mean in paragraph _____? Part B: Which of the following in the article might represent a [calamity] to the author? 	CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. CA: CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. FL: LAFS.3.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. NY: CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. TX: 3.4.b Students understand new vocabulary and use it when reading and writing. Students are expected to: use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs.	Writing Process: Editing	CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CA: CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. FL: LAFS.3.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. NY: CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. TX: 3.17.c Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: revise drafts for coherence, organization, use of simple and compound sentences, and audience.

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Mystery at the Old Mine Lesson Part 1	N	F	Mystery	earth science, mystery, nature	A class field trip to an old mine has friends Raj, Mia, Jez, and Ari digging up more than they expected!	2	Review: Text Evidence and Author's Message	Brief teacher modeling and demonstrating for review with greater emphasis on teacher monitored guided and independent practice with students using text based evidence and determining author's message	Review	<p>CCSS.ELA-Literacy.RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CA: CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>FL: LAFS.3.RL.1.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>NY: CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>TX 3.2.b: Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to: ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.</p> <p>CCSS.ELA-Literacy.RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>CA: CCSS.ELA-Literacy.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>FL: LAFS.3.RL.1.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>NY: CCSS.ELA-Literacy.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>TX: 3.8.b Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: describe the interaction of characters including their relationships and the changes they undergo.</p>	Lessons include focus on literary elements and text features within the book.		2	Review	Review	<p>CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>CA: CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>FL: LAFS.3.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>NY: CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>TX: 3.4.b Students understand new vocabulary and use it when reading and writing. Students are expected to: use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs.</p>	Writing Process: Publishing	<p>CCSS.ELA-Literacy.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>CA: CCSS.ELA-Literacy.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>FL: LAFS.3.W.2.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>NY: CCSS.ELA-Literacy.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>TX: 3.17.e Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: publish written work for a specific audience.</p>

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Lesson Part 2						2	Review: Review Main Idea	Brief teacher modeling and demonstrating for review with greater emphasis on teacher monitored guided and independent practice with students using main idea strategies	Review	<p>CCSS.ELA-Literacy.RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CA: CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>FL: LAFS.3.RL.1.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>NY: CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>TX: 3.2.b: Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to: ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.</p> <p>CCSS.ELA-Literacy.RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>CA: CCSS.ELA-Literacy.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>FL: LAFS.3.RL.1.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>NY: CCSS.ELA-Literacy.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>TX: 3.8.b Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: describe the interaction of characters including their relationships and the changes they undergo.</p>			2	Review	Review	<p>CCSS.ELA-Literacy.RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>CA: CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>FL: LAFS.3.RL.2.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>NY: CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</p> <p>TX: 3.4.b Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs.</p>	Writing Process: Sharing	<p>CCSS.ELA-Literacy.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>CA: CCSS.ELA-Literacy.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>FL: LAFS.3.W.2.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>NY: CCSS.ELA-Literacy.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>NY: ELA-Literacy.W.3.11 Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class.</p> <p>TX: 3.17.e Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: publish written work for a specific audience.</p>
The First Explorers in Space Lesson Part 1	N	NF	Biography/Adventure	biography, science and technology, space science	Do you know who the first woman in space was? Did you know a dog went into space before a person ever did? Find out about the explorers who dared to go beyond our planet.	2	Summarizing	Initial strong focus on teacher modeling and demonstrating through reading aloud, thinking aloud, and writing aloud to show declarative, procedural, and conditional knowledge about summarizing gradually released to students through guided and independent practice with monitoring by teacher	<ul style="list-style-type: none"> Choose all of the statements from the list below that belong in a summary of this story. Write a brief summary of this [story/article]. 	<p>CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>CA: CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>FL: LAFS.3.RI.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea</p> <p>NY: CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>TX: 3.11.a Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: summarize the main idea and supporting details in text in ways that maintain meaning.</p>	sidebars	<p>CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>CA: CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>FL: LAFS.3.RI.2.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>NY: CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>TX: 3.13.d Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.</p>	2	Vocabulary: Prefixes and suffixes	<ul style="list-style-type: none"> What does the [prefix _____] in the underlined word mean? 	<p>CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>CA: CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>FL: LAFS.3.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>NY: CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>TX: 3.4.a Students understand new vocabulary and use it when reading and writing. Students are expected to: identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots. TX 3.4.b use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs</p>	Writing Process: Planning Narrative	<p>CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>CA: CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>FL: LAFS.3.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>NY: CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>TX: 3.17.a Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals).</p>

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Lesson Part 2						2	Comparing/Contrasting	Initial strong focus on teacher modeling and demonstrating through reading aloud, thinking aloud, and writing aloud to show declarative, procedural, and conditional knowledge about comparing and contrasting gradually released to students through guided and independent practice with monitoring by teacher	<ul style="list-style-type: none"> Compare _____ to _____ (similarities/differences) 	CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. CA: CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. FL: LAFS.3.RI.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea NY: CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. TX: 3.11.c Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison.			2	Vocabulary: Prefixes and suffixes	<ul style="list-style-type: none"> What does the [prefix _____] in the underlined word mean? 	CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. CA: CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. FL: LAFS.3.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. NY: CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. TX: 3.4.a Students understand new vocabulary and use it when reading and writing. Students are expected to: identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots.	Writing: Drafting Narrative	CCSS.ELA-Literacy.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. CA: CCSS.ELA-Literacy.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. FL: LAFS.3.W.2.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. NY: CCSS.ELA-Literacy.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. TX: 3.17.b Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: develop drafts by categorizing ideas and organizing them into paragraphs.
Mai's Lesson Lesson Part 1	0	F	Historical Fiction	ancient civilizations, Asia, bullying, historical, me/family	Mai is excited to begin her music lessons so that she can become famous throughout China. When Mai loses her mother's special jade flute, she is certain that her gift of music is lost as well. Will Mai find the jade flute, or will she find something even more special?	2	Identifying Plot Development	Initial strong focus on teacher modeling and demonstrating through reading aloud, thinking aloud, and writing aloud to show declarative, procedural, and conditional knowledge about identifying plot development gradually released to students through guided and independent practice with monitoring by teacher	<ul style="list-style-type: none"> Number the events in the correct order in which they happened. What is the turning point in this story? 	CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. CA: CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events FL: LAFS.3.RL.1.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. NY: CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. TX: 3.8.a 3.8.b Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: (A) sequence and summarize the plot's main events and explain their influence on future events; (B) describe the interaction of characters including their relationships and the changes they undergo.	Lessons include focus on literary elements and text features within the book.	2	Vocabulary: Synonyms and antonyms	<ul style="list-style-type: none"> Which of these is a [synonym] of the underlined word? 	CCSS.ELA-Literacy.RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. CA: CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. FL: LAFS.3.RL.2.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. NY: CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. TX: 3.4.c Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Identify and use antonyms, synonyms, homographs, and homophones.	Writing: Revising Narrative	CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CA: CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. FL: LAFS.3.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. NY: CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. TX: 3.17.d Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric.	
Lesson Part 2						2	Character Analysis	Initial strong focus on teacher modeling and demonstrating through reading aloud, thinking aloud, and writing aloud to show declarative, procedural, and conditional knowledge about character analysis gradually released to students through guided and independent practice with monitoring by teacher	<ul style="list-style-type: none"> Describe the relationship between [_____ and _____] Which words best describe [character]? (Character trait) How does [character] feel when _____? (character feelings) What motivated [character] to _____? 	CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. CA: CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events FL: LAFS.3.RL.1.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. NY: CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. TX: 3.8.a 3.8.b Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: (A) sequence and summarize the plot's main events and explain their influence on future events; (B) describe the interaction of characters including their relationships and the changes they undergo.			2	Vocabulary: Synonyms and antonyms	<ul style="list-style-type: none"> Which of these is a [synonym] of the underlined word? 	CCSS.ELA-Literacy.RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. CA: CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. FL: LAFS.3.RL.2.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. NY: CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. TX: 3.4.c Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: identify and use antonyms, synonyms, homographs, and homophones.	Writing: Editing Narrative	CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CA: CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. FL: LAFS.3.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. NY: CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. TX: 3.17.c Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: revise drafts for coherence, organization, use of simple and compound sentences, and audience.

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Animal Adaptations Lesson Part 1	0	NF	Description	animals, nature, science	All animals have adaptations that help them survive. From webbed feet to sharp spines, learn all about the ways animals adapt to life in their habitats.	2	Review: Comparing and Contrasting	Brief teacher modeling and demonstrating for review with greater emphasis on teacher monitored guided and independent practice with students using compare/contrast strategies	Review	CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. CA: CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. FL: LAFS.3.RI.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. NY: CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. TX: 3.11.c Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison. CCSS.ELA-Literacy.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. CA: CCSS.ELA-Literacy.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. FL: LAFS.3.RI.1.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. NY: CCSS.ELA-Literacy.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. TX: 3.11.c Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison.	key words	CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. CA: CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. FL: LAFS.3.RI.2.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. NY: CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. TX: 3.13.d Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.	2	Review	Review	CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. CA: CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. FL: LAFS.3.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. NY: CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. TX: 3.4.a Students understand new vocabulary and use it when reading and writing. Students are expected to: identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots. TX 3.4.b use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs.	Writing: Publishing Narrative	CCSS.ELA-Literacy.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. CA: CCSS.ELA-Literacy.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. FL: LAFS.3.W.2.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. NY: CCSS.ELA-Literacy.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. TX: 3.17.e Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: publish written work for a specific audience.
Lesson Part 2						2	Review: Summarizing	Brief teacher modeling and demonstrating for review with greater emphasis on teacher monitored guided and independent practice with students using summarizing strategies	Review	CCSS: CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. CA: CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. FL: LAFS.3.RI.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. NY: CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. TX: 3.11.a Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: summarize the main idea and supporting details in text in ways that maintain meaning.			2	Review	Review	CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. CA: CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. FL: LAFS.3.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. NY: CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. TX: 3.4.a Students understand new vocabulary and use it when reading and writing. Students are expected to: identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots. TX 3.4.b use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs.	Writing Process: Sharing Narrative	CCSS.ELA-Literacy.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. CA: CCSS.ELA-Literacy.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. FL: LAFS.3.W.2.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. NY: CCSS.ELA-Literacy.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. TX: 3.17.e Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: publish written work for a specific audience.

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The Snake Prince and the Shape-Changer: Stories of India and Africa Lesson Part 1	0	F	Fairy tale	fairy tales, folklore	When a princess learns of her husband's secret past, he turns into a snake. The princess must be brave in order to help him. Can they work together to break the prince's curse? A young man is given a special shape-changing power. He and his brother use the new power to trick and take from others. Will they get caught and pay the price for their trickery?	2	Story Elements	Initial strong focus on teacher modeling and demonstrating through reading aloud, thinking aloud, and writing aloud to show declarative, procedural, and conditional knowledge about identifying story elements gradually released to students through guided and independent practice with monitoring by teacher	<ul style="list-style-type: none"> How does the setting change from the beginning to the end of the story? 	CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. CA: CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. FL: LAFS.3.RL.1.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. NY: CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. TX: 3.6.a Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: sequence and summarize the plot's main events and explain their influence on future events.	Lessons include focus on literary elements and text features within the book.		2	Vocabulary: Figurative language	<ul style="list-style-type: none"> What does the underlined phrase most likely mean as it is used in the passage? (phrase could be a metaphor, simile, idiom, personification) 	CCSS.ELA-Literacy.RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. CA: CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. FL: LAFS.3.RL.2.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. NY: CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. TX: 3.4.c Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: identify and use antonyms, synonyms, homographs, and homophones.	Writing Process: Planning Expository	CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CA: CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. FL: LAFS.3.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. NY: CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. TX: 3.17.a Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals).
Lesson Part 2						2	Point of View	Initial strong focus on teacher modeling and demonstrating through reading aloud, thinking aloud, and writing aloud to show declarative, procedural, and conditional knowledge about identifying point of view gradually released to students through guided and independent practice with monitoring by teacher	<ul style="list-style-type: none"> What is the [character's] point of view about _____? 	CCSS.ELA-Literacy.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters. CA: CCSS.ELA-Literacy.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters. FL: CCSS.ELA-Literacy.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters. NY: CCSS.ELA-Literacy.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters. TX: 3.2.b Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to: ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.			2	Vocabulary: Figurative language	<ul style="list-style-type: none"> What does the underlined phrase most likely mean as it is used in the passage? (phrase could be a metaphor, simile, idiom, personification) 	CCSS.ELA-Literacy.RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. CA: CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. FL: LAFS.3.RL.2.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. NY: CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. TX: 3.4.c Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: identify and use antonyms, synonyms, homographs, and homophones.	Writing: Drafting Expository	CCSS.ELA-Literacy.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. CA: CCSS.ELA-Literacy.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. FL: LAFS.3.W.2.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. NY: CCSS.ELA-Literacy.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. TX: 3.17.b Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: develop drafts by categorizing ideas and organizing them into paragraphs.

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Islands of the World Lesson Part 1	0	NF	Informational Text	earth science, geography, science and nature	There are many different types of islands throughout the world. Some islands are large, while others are small. Islands come in many different shapes and sizes. Discover the similarities and differences of the different types of islands, and learn how islands are formed.	2	Purpose	Initial strong focus on teacher modeling and demonstrating through reading aloud, thinking aloud, and writing aloud to show declarative, procedural, and conditional knowledge about identifying author's purpose gradually released to students through guided and independent practice with monitoring by teacher	<ul style="list-style-type: none"> What is the author explaining in this part of the text? (choices could be: the problem, the message, etc.) 	CCSS.ELA-Literacy.RI.3.6 Distinguish their own point of view from that of the narrator or those of the characters. CA: CCSS.ELA-Literacy.RI.3.6 Distinguish their own point of view from that of the narrator or those of the characters. FL: CCSS.ELA-Literacy.RI.3.6 Distinguish their own point of view from that of the narrator or those of the characters. NY: CCSS.ELA-Literacy.RI.3.6 Distinguish their own point of view from that of the narrator or those of the characters. TX: 3.2.b Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to: ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.	maps	CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. CA: CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. FL: LAFS.3.RI.2.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. NY: CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. TX: 3.13.d Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.	2	Vocabulary: Convincing (precise) language	<ul style="list-style-type: none"> The student wants to make sure that words convince the audience to _____. Choose two words that would best replace the underlined words. 	CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. CA: CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. FL: LAFS.3.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. NY: CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. TX: 3.4.a Students understand new vocabulary and use it when reading and writing. Students are expected to: identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots. TX 3.4.b use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs.	Writing: Revising Expository	CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CA: CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. FL: LAFS.3.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. NY: CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. TX: 3.17.d Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric.
Lesson Part 2						3	Main Idea, Theme, Central Idea, Lesson	Very brief teacher review with some teacher monitored guided practice but mostly focused on student independent use of identifying main idea, theme, central idea, and lesson	<ul style="list-style-type: none"> What is the theme (or main idea) of the passage? Use details from the passage to support your answer. (could also ask for multiple main ideas or themes; this requires an inference—theme/main idea is not stated) What [two] conclusions about the author's message can be drawn based on the paragraph. 	CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. CA: CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. FL: LAFS.3.RI.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea NY: CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. TX: 3.11.a Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: summarize the main idea and supporting details in text in ways that maintain meaning.			2	Vocabulary: Convincing (precise) language	<ul style="list-style-type: none"> The student wants to make sure that words convince the audience to _____. Choose two words that would best replace the underlined words. 	CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. CA: CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. FL: LAFS.3.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. NY: CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. TX: 3.4.a Students understand new vocabulary and use it when reading and writing. Students are expected to: identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots. TX 3.4.b use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs.	Writing: Editing Expository	CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CA: CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. FL: LAFS.3.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. NY: CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. TX: 3.17.c Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: revise drafts for coherence, organization, use of simple and compound sentences, and audience.

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The Secret Diary of a Knight's Assistant Lesson Part 1	P	F	Historical fiction/diary form	historical, medieval	Young Peter trains to become a knight. Secretly, Peter is also learning to read and write. When Peter tries to warn of a private letter he saw that says Lord Hawkwood is in danger, no one believes him. Will he be able to convince everyone of what he has read before it's too late?	2	Review: Purpose	Brief teacher modeling and demonstrating for review with greater emphasis on teacher monitored guided and independent practice with students identifying author's purpose	<ul style="list-style-type: none"> Which of these sources shows [the importance of ____]? 	CCSS.ELA-Literacy.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. CA: CCSS.ELA-Literacy.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. FL: LAFS.3.RL.1.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. NY: CCSS.ELA-Literacy.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. TX: 3.3a Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to: summarize and explain the lesson or message of a work of fiction as its theme. CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. CA: CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. FL: LAFS.3.RL.1.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. NY: CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. TX: 3.8.a 3.8.b Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: (A) sequence and summarize the plot's main events and explain their influence on future events; (B) describe the interaction of characters including their relationships and the changes they undergo. CCSS.ELA-Literacy.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters. CA: CCSS.ELA-Literacy.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters. FL: CCSS.ELA-Literacy.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters. NY: CCSS.ELA-Literacy.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters. TX: 3.2.b Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to: ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.	Lessons include focus on literary elements and text features within the book.		2	Review	Review	CCSS.ELA-Literacy.RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. CA: CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. FL: LAFS.3.RL.2.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. NY: CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. TX: 3.4.c Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. identify and use antonyms, synonyms, homographs, and homophones.	Writing: Publishing Expository	CCSS.ELA-Literacy.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. CA: CCSS.ELA-Literacy.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. FL: LAFS.3.W.2.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. NY: CCSS.ELA-Literacy.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. TX: 3.17.e Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: publish written work for a specific audience.

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Lesson Part 2						2	Review: Point of View	Brief teacher modeling and demonstrating for review with greater emphasis on teacher monitored guided and independent practice identifying point of view strategies	<ul style="list-style-type: none"> Choose the [sentence/detail, etc.] that best shows _____. (This requires an inference about a concept) 	<p>CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>CA: CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</p> <p>FL: LAFS.3.RL.1.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>NY: CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>TX: 3.8.a 3.8.b Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: (A) sequence and summarize the plot's main events and explain their influence on future events; (B) describe the interaction of characters including their relationships and the changes they undergo.</p> <p>CCSS.ELA-Literacy.RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>CA: CCSS.ELA-Literacy.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>FL: LAFS.3.RL.1.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>NY: CCSS.ELA-Literacy.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>TX: 3.3a Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to: summarize and explain the lesson or message of a work of fiction as its theme.</p> <p>CCSS.ELA-Literacy.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>CA: CCSS.ELA-Literacy.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>FL: CCSS.ELA-Literacy.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>NY: CCSS.ELA-Literacy.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>TX: 3.2.b Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to: ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.</p>			2	Review	Review	<p>CCSS.ELA-Literacy.RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>CA: CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>FL: LAFS.3.RL.2.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>NY: CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</p> <p>TX: 3.4.c Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: identify and use antonyms, synonyms, homographs, and homophones.</p>	<p>Writing Process: Sharing Expository</p>	<p>CCSS.ELA-Literacy.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>CA: CCSS.ELA-Literacy.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>FL: LAFS.3.W.2.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>NY: CCSS.ELA-Literacy.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>TX: 3.17.e Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: publish written work for a specific audience.</p>

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Daring Teamwork Lesson Part 1	P	NF	Informational Text	adventure, careers, people and places, teamwork	Have you ever been a member of a team? You may think teamwork is all fun and games, but it can be daring and even dangerous. Some people depend on teamwork to remain safe while at work or completing a goal. Learn all about the importance of teamwork in daring situations at incredible heights and speeds, in the open sea, and while facing natural disasters.	3	Text Structure	Initial strong focus on teacher modeling and demonstrating through reading aloud, thinking aloud, and writing aloud to show declarative, procedural, and conditional knowledge about text structure strategies gradually released to students through guided and independent practice with monitoring by teacher	<ul style="list-style-type: none"> • What is the most likely reason the author used a [cause-and-effect structure] in the passage? • Which phrase best describes how the author chose to organize this section? • What kind of information is the author giving us in this part of the text (ex: message, information about a character, problem, setting, etc.) • Why did the author choose to begin the story with this paragraph? (To let the reader know. . .) • Why is including [dialogue] important to understanding the passage? • Choose the sentence that fits logically into the story and best maintains the narrator's tone. 	CCSS.ELA-Literacy.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. CA: CCSS.ELA-Literacy.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. FL: CCSS.ELA-Literacy.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. NY: CCSS.ELA-Literacy.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. TX: 3.13.c Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: identify explicit cause and effect relationships among ideas in texts.	charts, graphs	CCSS: CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. CA: CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. FL: LAFS.3.RI.2.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. NY: CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. TX: 3.13.d Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.	2	Vocabulary: Latin and Greek Roots	<ul style="list-style-type: none"> • The Latin root _____ means _____. Which phrase in the story best indicates the meaning of _____? 	CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. CA: CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. FL: LAFS.3.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. NY: CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. TX: 3.4.a Students understand new vocabulary and use it when reading and writing. Students are expected to: identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots. TX 3.4.b use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs.	Writing Process: Planning Persuasive	CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CA: CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. FL: LAFS.3.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. NY: CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. TX: 3.17.a Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals).
Lesson Part 2						2	Text Evidence	Very brief teacher review with some teacher monitored guided practice but mostly focused on student independent use of text evidence strategies	<ul style="list-style-type: none"> • Choose the [sentence/detail, etc.] that best shows _____. (This requires an inference about a concept.) 	CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CA: CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. FL: CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. NY: CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. TX: 3.2.b Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to: ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.			2	Vocabulary: Latin and Greek Roots	<ul style="list-style-type: none"> • The Latin root _____ means _____. Which phrase in the story best indicates the meaning of _____? 	CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. CA: CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. FL: LAFS.3.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. NY: CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. TX: 3.4.a Students understand new vocabulary and use it when reading and writing. Students are expected to: identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots. TX 3.4.b use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs.	Writing: Drafting Persuasive	CCSS.ELA-Literacy.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. CA: CCSS.ELA-Literacy.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. FL: LAFS.3.W.2.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. NY: CCSS.ELA-Literacy.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. TX: 3.17.b Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: develop drafts by categorizing ideas and organizing them into paragraphs.

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The Breathing Trees Lesson Part 1	P	F	Science Fiction	plant biology, science and technology, space studies	Gemm, Nova, and Jarrell are traveling to a space station orbiting Jupiter. On their two-year journey, they experiment with the oxygen levels given off by saplings in microgravity environments. Will they be able to prove that saplings give off more oxygen in space, and can they get their results back to the scientists on Earth?	3	Author's Message	Brief teacher modeling and demonstrating for review with greater emphasis on teacher monitored guided and independent practice with students identifying author's message	<ul style="list-style-type: none"> What [two] conclusions about the author's message can be drawn based on the paragraph. 	CCSS.ELA-Literacy.RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. CA: CCSS.ELA-Literacy.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. FL: LAFS.3.RL.1.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. NY: CCSS.ELA-Literacy.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. TX: 3.8.a Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: sequence and summarize the plot's main events and explain their influence on future events.	Lessons include focus on literary elements and text features within the book.		3	Vocabulary: Tone	<ul style="list-style-type: none"> What effect does the author create by using the phrase _____? What does the phrase _____ tell the reader about [character]? 	CCSS.ELA-Literacy.RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. CA: CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. FL: LAFS.3.RL.2.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. NY: CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. TX: 3.4.b Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs.	Writing: Revising Persuasive	CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CA: CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. FL: LAFS.3.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. NY: CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. TX: 3.17.d Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric.
Lesson Part 2						3	Character analysis	Brief teacher modeling and demonstrating for review with greater emphasis on teacher monitored guided and independent practice with students using character analysis strategies	<ul style="list-style-type: none"> Which of these conclusions about [character] is supported by the passage? How might this story be different if told from _____'s point of view? 	CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. CA: CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. FL: LAFS.3.RL.1.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. NY: CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. TX: 3.8.a 3.8.b Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: (A) sequence and summarize the plot's main events and explain their influence on future events; (B) describe the interaction of characters including their relationships and the changes they undergo.			3	Vocabulary: Tone	<ul style="list-style-type: none"> What effect does the author create by using the phrase _____? What does the phrase _____ tell the reader about [character]? 	CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. CA: CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. FL: LAFS.3.RL.2.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. NY: CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. TX: 3.4.b Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs.	Writing: Editing Persuasive	CCSS: CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CA: CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. FL: LAFS.3.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. NY: CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. TX: 3.17.c Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: revise drafts for coherence, organization, use of simple and compound sentences, and audience.

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When Forces and Motion Collide Lesson Part 1	P	NF	Informational Text	physics, science and nature	Forces and motion go hand in hand. Forces make objects go faster, slow down, change direction, and change shape. Learn about gravity, friction, and other types of forces and the effects they have on objects.	2	Review: Text Evidence	Very brief teacher review with some teacher monitored guided practice but mostly focused on student independent use of text evidence strategies	Review	<p>CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CA: CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>FL: CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>NY: CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>TX: 3.2.b Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to: ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text</p> <p>CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>CA: CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>FL: LAFS.3.RI.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>NY: CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>TX: 3.11.a Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: summarize the main idea and supporting details in text in ways that maintain meaning.</p> <p>CCSS.ELA-Literacy.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>CA: CCSS.ELA-Literacy.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>FL: CCSS.ELA-Literacy.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>NY: CCSS.ELA-Literacy.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>TX: 3.13.c Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: identify explicit cause and effect relationships among ideas in texts.</p>	diagrams	<p>CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>CA: CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>FL: LAFS.3.RI.2.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>NY: CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>TX: 3.13.d Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.</p>	2, 3	Review	Review	<p>CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>CA: CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>FL: LAFS.3.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>NY: CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>TX: 3.4.a Students understand new vocabulary and use it when reading and writing. Students are expected to: identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots. TX 3.4.b use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs.</p>	Writing: Publishing Persuasive	<p>CCSS.ELA-Literacy.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>CA: CCSS.ELA-Literacy.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>FL: LAFS.3.W.2.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>NY: CCSS.ELA-Literacy.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>TX: 3.17.e Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: publish written work for a specific audience.</p>

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Sally Snowboarder Lesson Part 1	Q	F	Realistic Fiction	family, sports and recreation	Everyone in her family loves to ski, except Sally. Will Sally ever fit in or will she find her own way to shine on the slopes?	2	Text Evidence	Initial strong focus on teacher modeling and demonstrating through reading aloud, thinking aloud, and writing aloud to show using text-based evidence to support response released to students through guided and independent practice with monitoring by teacher	<ul style="list-style-type: none"> Choose the [sentence/detail, etc.] that best shows _____. (This requires an inference about a concept) 	CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. CA: CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. FL: LAFS.4.RL.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. NY: CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. TX: 4.6.a Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: (A) sequence and summarize the plot's main events and explain their influence on future events.	Lessons include focus on literary elements and text features within the book.		2	Vocabulary: Words in context	<ul style="list-style-type: none"> Part A: What does the word ____ mean in [the first paragraph]? (Based on an inference) 	CCSS.ELA-Literacy.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules). CA: CCSS.ELA-Literacy.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules). FL: LAFS.4.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules). NY: CCSS.ELA-Literacy.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules). TX: 4.2.b Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words.	Writing Process: Planning	CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CA: CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. FL: LAFS.4.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. NY: CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. TX: 4.15.a Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: (A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals).
Lesson Part 2						2	Main Idea, Theme, Central Idea, Lesson	Initial strong focus on teacher modeling and demonstrating through reading aloud, thinking aloud, and writing aloud to show declarative, procedural, and conditional knowledge about main idea, theme, central idea and/or lesson gradually released to students through guided and independent practice with monitoring by teacher	<ul style="list-style-type: none"> Which sentence best states the main idea of the passage? (or the lesson a character learned) Which two details from the list below are facts and which two are opinions? 	CCSS.ELA-Literacy.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. CA: CCSS.ELA-Literacy.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. FL: CCSS.ELA-Literacy.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. NY: CCSS.ELA-Literacy.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. TX: 4.3.a Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to: (A) summarize and explain the lesson or message of a work of fiction as its theme. 4.6.a Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: (A) sequence and summarize the plot's main events and explain their influence on future events			2	Vocabulary: Applying words in context	<ul style="list-style-type: none"> Part A: What does the word _____ mean in paragraph _____? Part B: Which of the following in the article might represent a [] to the author? 	CCSS.ELA-Literacy.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules). CA: CCSS.ELA-Literacy.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules). FL: LAFS.4.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules). NY: CCSS.ELA-Literacy.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules). TX: 4.2.b Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words.	Writing Process: Drafting	CCSS.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. CA: CCSS.ELA-Literacy.W.4.4 Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. FL: LAFS.4.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. NY: CCSS.ELA-Literacy.W.4.4.a Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. TX: 4.15.b Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: develop drafts by categorizing ideas and organizing them into paragraphs.

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Habitats Around the World Lesson Part 1	Q	NF	Description	animals, environment, nature, people and places, science	In Earth's most extreme habitats, conditions are tough. But no matter how crazy these deserts, rain forests, mountains, caves, ocean depths, or cities are, there are plants and animals that have found ways to survive in them through unique adaptations. Called extremophiles, these are the toughest living things on the planet!	3	Identifying Details	Initial strong focus on teacher modeling and demonstrating through reading aloud, thinking aloud, and writing aloud to show declarative, procedural, and conditional knowledge about identifying details gradually released to students through guided and independent practice with monitoring by teacher	<ul style="list-style-type: none"> • Which details are the most surprising? Why? • Which details are the most important? Why? 	CCSS.ELA-Literacy.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. CA: CCSS.ELA-Literacy.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. FL: LAFS.4.RI.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. NY: CCSS.ELA-Literacy.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. TX: 4.11.a Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: (A) summarize the main idea and supporting details in text in ways that maintain meaning.	TOC, index, maps, captions	CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. CA: CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. FL: LAFS.4.RI.3.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. NY: CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. TX: 4.13.b Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to: explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).	2	Vocabulary: Figurative language	<ul style="list-style-type: none"> • What does the underlined phrase most likely mean as it is used in the passage? (phrase could be a metaphor, simile, idiom, personification) 	CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. CA: CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. FL: LAFS.4.RI.2.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. NY: CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. TX: 4.2.b Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words.	Writing Process: Revising	CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CA: CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. FL: LAFS.4.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. NY: CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. TX: 4.15.d Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric.
Lesson Part 2						2	Purpose	Initial strong focus on teacher modeling and demonstrating through reading aloud, thinking aloud, and writing aloud to show declarative, procedural, and conditional knowledge about author's purpose gradually released to students through guided and independent practice with monitoring by teacher	<ul style="list-style-type: none"> • What [two] conclusions about the author's message can be drawn based on the paragraph. 	CCSS.ELA-Literacy.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. CA: CCSS.ELA-Literacy.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. FL: LAFS.4.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. NY: CCSS.ELA-Literacy.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. TX: 4.11.a Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: (A) summarize the main idea and supporting details in text in ways that maintain meaning.		2	Vocabulary: Figurative language	<ul style="list-style-type: none"> • What does the underlined phrase most likely mean as it is used in the passage? (phrase could be a metaphor, simile, idiom, personification) 	CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. CA: CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. FL: LAFS.4.RI.2.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. NY: CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. TX: 4.2.b Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words.	Writing Process: Editing	CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CA: CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. FL: LAFS.4.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. NY: CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. TX: 4.15.c Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: revise drafts for coherence, organization, use of simple and compound sentences, and audience.	

Title	GRL	F/NF	Genre	Curriculum Links	Description	DOK/Comprehension	Comprehension Focus	Gradual release more teacher support to less teacher support	Types of Assessment Questions	Correlations: Comprehension Strategy	Text Features	Correlations: Text Features	DOK/Vocab	Vocabulary Strategy	Types of Assessment Questions	Correlations: Vocabulary Strategy	Writing Focus	Correlations: Writing Focus
Lesson Part 2						3	Review: Text Structure	Brief teacher modeling and demonstrating for review with greater emphasis on teacher monitored guided and independent practice with students using text structure strategies	Review	<p>CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CA: CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>FL: CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>NY: CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>TX: 3.2.b Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to: ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.</p> <p>CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>CA: CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>FL: LAFS.3.RI.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>NY: CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>TX: 3.11.a Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: summarize the main idea and supporting details in text in ways that maintain meaning.</p> <p>TX: 3.13.c Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: identify explicit cause and effect relationships among ideas in texts.</p>			2, 3	Review	Review	<p>CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>CA: CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>FL: LAFS.3.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>NY: CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>TX: 3.4.a Students understand new vocabulary and use it when reading and writing. Students are expected to: identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots. TX 3.4.b use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs.</p>	Writing Process: Sharing Persuasive	<p>CCSS.ELA-Literacy.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>CA: CCSS.ELA-Literacy.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>FL: LAFS.3.W.2.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>NY: CCSS.ELA-Literacy.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>TX: 3.17.e Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: publish written work for a specific audience.</p>

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The Underground Dwellers Lesson Part 1	Q	F	Fantasy/Futuristic Tale	action and adventure, community, survival	Four children are left behind in their underground home while their parents and the others leave to see if the surface is safe again after The Disaster. However, they've been gone too long, and food is running out. But before Miriam, Isaiah, Chen, and Davis can finish their plans, their home is flooded and destroyed. They barely escape it and lose everything. With no food, shelter, or extra clothes, they realize they aren't safe yet. Adapting to live underground makes the surface dangerous for them, and they have to find cover fast. Even so, not everyone wants to help. Can they work out how to work together before it's too late?	2	Review: Main Idea, Theme, Central Idea, Lesson	Brief teacher modeling and demonstrating for review with greater emphasis on teacher monitored guided and independent practice with students using text based evidence and determining main idea, theme, central idea, or lesson	Review	CCSS.ELA-Literacy.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. CA: CCSS.ELA-Literacy.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. FL: LAFS.4.RL.1.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. NY: CCSS.ELA-Literacy.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. TX: 4.3.a Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to: (A) summarize and explain the lesson or message of a work of fiction as its theme.	Lessons include focus on literary elements and text features within the book.		2	Review	Review	CCSS.ELA-Literacy.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). CA: CCSS.ELA-Literacy.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). FL: LAFS.4.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). NY: CCSS.ELA-Literacy.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). TX: 4.2.b Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words.	Writing Process: Publishing	CCSS.ELA-Literacy.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. CA: CCSS.ELA-Literacy.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. FL: LAFS.4.W.2.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. NY: CCSS.ELA-Literacy.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. TX: 5.15.5 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: revise final draft in response to feedback from peers and teacher and publish written work for a specific audience.

Title	GRL	F/NF	Genre	Curriculum Links	Description	DOK/Comprehension	Comprehension Focus	Gradual release more teacher support to less teacher support	Types of Assessment Questions	Correlations: Comprehension Strategy	Text Features	Correlations: Text Features	DOK/Vocab	Vocabulary Strategy	Types of Assessment Questions	Correlations: Vocabulary Strategy	Writing Focus	Correlations: Writing Focus	
Lesson Part 2						3	Review: Identifying Details	Brief teacher modeling and demonstrating for review with greater emphasis on teacher monitored guided and independent practice with students using identifying details strategies	Review	CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. CA: CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. FL: LAFS.4.RL.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. NY: CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. TX: 4.6.a Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: (A) sequence and summarize the plot's main events and explain their influence on future events.			2	Review	Review	R4		Writing Process: Sharing	CCSS.ELA-Literacy.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. CA: CCSS.ELA-Literacy.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. FL: LAFS.4.W.2.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. NY: CCSS.ELA-Literacy.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. TX: 5.15.5 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: revise final draft in response to feedback from peers and teacher and publish written work for a specific audience.
Sofia and the Stone Lesson Part 1	Q	F	Realistic Fiction	family, history	Sofia needs a project for History Day at her school. Will a day spent with her grandmother help uncover just the kind of treasure she's been looking for?	2	Summarizing	Initial strong focus on teacher modeling and demonstrating through reading aloud, thinking aloud, and writing aloud to show declarative, procedural, and conditional knowledge about summarizing gradually released to students through guided and independent practice with monitoring by teacher	<ul style="list-style-type: none"> Choose all of the statements from the list below that belong in a summary of this story. Write a brief summary of this [story/article]. 	CCSS.ELA-Literacy.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. CA: CCSS.ELA-Literacy.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. FL: LAFS.4.RL.1.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. NY: CCSS.ELA-Literacy.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. TX: 4.3.a Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to: (A) summarize and explain the lesson or message of a work of fiction as its theme.	Lessons include focus on literary elements and text features within the book.	2	Vocabulary: Convincing (precise) language	<ul style="list-style-type: none"> The student wants to make sure that words convince the audience to _____. Choose two words that would best replace the underlined words. 	CCSS.ELA-Literacy.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules). CA: CCSS.ELA-Literacy.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules). FL: LAFS.4.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules). NY: CCSS.ELA-Literacy.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules). TX: 4.2.b Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words.	Writing Process: Planning Narrative	CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CA: CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. FL: LAFS.4.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. NY: CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. TX: 4.15.a Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: (A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals).		

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Lesson Part 2						3	Character Analysis	Initial strong focus on teacher modeling and demonstrating through reading aloud, thinking aloud, and writing aloud to show declarative, procedural, and conditional knowledge about character analysis gradually released to students through guided and independent practice with monitoring by teacher	<ul style="list-style-type: none"> Which of these conclusions about [character] is supported by the passage? How might this story be different if told from _____'s point of view? 	<p>CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>CA: CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>FL: LAFS.4.RL.1.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>NY: CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>TX: 4.6.b describe the interaction of characters including their relationships and the changes they undergo.</p>			2	Vocabulary: Convincing (precise) language	<ul style="list-style-type: none"> The student wants to make sure that words convince the audience to _____. Choose two words that would best replace the underlined words. 	<p>CCSS.ELA-Literacy.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).</p> <p>CA: CCSS.ELA-Literacy.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).</p> <p>FL: LAFS.4.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).</p> <p>NY: CCSS.ELA-Literacy.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).</p> <p>TX: 4.2.b Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words.</p>	Writing: Drafting Narrative	<p>CCSS.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>CA: CCSS.ELA-Literacy.W.4.4 Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.</p> <p>FL: LAFS.4.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>NY: CCSS.ELA-Literacy.W.4.4.a Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>TX: 4.15.b Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: develop drafts by categorizing ideas and organizing them into paragraphs.</p>
Children at Work Throughout History Lesson Part 1	R	NF	Informational	history, Industrial Revolution, labor	You may think you have it rough and work really hard but not compared to children who had to work for a living in the past and even in the present. Although child labor laws are now in affect in many countries, in some places children still toil long hours in horrible conditions for little pay. Some are not even allowed to attend school. <i>Children at Work Throughout History</i> examines how labor laws have changed over the years in many countries but shows there is still work to be done to protect children and their rights worldwide.	3	Making an inference/ Drawing Conclusions	Initial strong focus on teacher modeling and demonstrating through reading aloud, thinking aloud, and writing aloud to show declarative, procedural, and conditional knowledge about making an inference/drawing conclusions gradually released to students through guided and independent practice with monitoring by teacher	<ul style="list-style-type: none"> What conclusion can be drawn about _____ from details in the text? Which of these inferences about _____ is supported in the text? 	<p>CCSS.ELA-Literacy.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>CA: CCSS.ELA-Literacy.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>FL: CCSS.ELA-Literacy.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>NY: CCSS.ELA-Literacy.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>TX: 4.11.a Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: (A) summarize the main idea and supporting details in text in ways that maintain meaning</p> <p>4.11.c describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison</p>	sidebars, graphs	<p>CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>CA: CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>FL: LAFS.4.RI.3.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>NY: CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>TX: 4.13.b Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to: explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).</p>	2	Vocabulary: Prefixes and suffixes	<ul style="list-style-type: none"> What does the [prefix _____] in the underlined word mean? 	<p>CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>CA: CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>FL: LAFS.4.RI.2.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>NY: CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>TX: 4.2.a Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes.</p>	Writing: Revising Narrative	<p>CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>CA: CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>FL: LAFS.4.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>NY: CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>TX: 4.15.d Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric.</p>

Title	GRL	F/NF	Genre	Curriculum Links	Description	DOK/Comprehension	Comprehension Focus	Gradual release more teacher support to less teacher support	Types of Assessment Questions	Correlations: Comprehension Strategy	Text Features	Correlations: Text Features	DOK/Vocab	Vocabulary Strategy	Types of Assessment Questions	Correlations: Vocabulary Strategy	Writing Focus	Correlations: Writing Focus
Lesson Part 2						3	Purpose	Brief teacher modeling and demonstrating for review with greater emphasis on teacher monitored guided and independent practice with students using purpose strategies	<ul style="list-style-type: none"> What was the author's purpose for including the [sentence about _____]? 	CCSS.ELA-Literacy.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. CA: CCSS.ELA-Literacy.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. FL: LAFS.4.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. NY: CCSS.ELA-Literacy.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. TX: 4.11.a Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: (A) summarize the main idea and supporting details in text in ways that maintain meaning.			2	Vocabulary: Prefixes and suffixes	<ul style="list-style-type: none"> What does the [prefix _____] in the underlined word mean? 	CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. CA: CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. FL: LAFS.4.RI.2.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. NY: CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. TX: 4.2.a Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes	Writing: Editing Narrative	CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CA: CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. FL: LAFS.4.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. NY: CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. TX: 4.15.c Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: revise drafts for coherence, organization, use of simple and compound sentences, and audience.
How Rights Were Won Lesson Part 1	R	NF	Informational	civil rights, history, labor, slavery	We all have rights. But the rights we have now were not always protected. For hundreds of years, brave men and women have fought and even died to win the rights that we now enjoy. These are their stories.	2	Review: Summarizing	Brief teacher modeling and demonstrating for review with greater emphasis on teacher monitored guided and independent practice with students using summarizing strategies	Review	CCSS.ELA-Literacy.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. CA: CCSS.ELA-Literacy.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. FL: LAFS.4.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. NY: CCSS.ELA-Literacy.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. TX: 4.11.a Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: (A) summarize the main idea and supporting details in text in ways that maintain meaning.	timeline, key words	CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. CA: CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. FL: LAFS.4.RI.3.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. NY: CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. TX: 4.13.b Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to: explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).	2	Review	Review	CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. CA: CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. FL: LAFS.4.RI.2.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. NY: CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. TX: 4.2.a Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes. 4.2.b use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words.	Writing: Publishing Narrative	CCSS.ELA-Literacy.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. CA: CCSS.ELA-Literacy.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. FL: LAFS.4.W.2.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. NY: CCSS.ELA-Literacy.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. TX: 5.15.5 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: revise final draft in response to feedback from peers and teacher and publish written work for a specific audience.

Title	GRL	F/NF	Genre	Curriculum Links	Description	DOK/Comprehension	Comprehension Focus	Gradual release more teacher support to less teacher support	Types of Assessment Questions	Correlations: Comprehension Strategy	Text Features	Correlations: Text Features	DOK/Vocab	Vocabulary Strategy	Types of Assessment Questions	Correlations: Vocabulary Strategy	Writing Focus	Correlations: Writing Focus
Lesson Part 2						3	Review: Making an Inference, Drawing Conclusions	Brief teacher modeling and demonstrating for review with greater emphasis on teacher monitored guided and independent practice with students using making an inference and drawing conclusions strategies	Review	<p>CCSS.ELA-Literacy.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>CA: CCSS.ELA-Literacy.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>FL: LAFS.4.RI.1.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>NY: CCSS.ELA-Literacy.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>TX: 4.11.a Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: (A) summarize the main idea and supporting details in text in ways that maintain meaning.</p> <p>4.11.c describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison.</p>			2	Review	Review	<p>CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>CA: CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>FL: LAFS.4.RI.2.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>NY: CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>TX: 4.2.a Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes.</p> <p>4.2.b use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words.</p>	Writing Process: Sharing Narrative	<p>CCSS.ELA-Literacy.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>CA: CCSS.ELA-Literacy.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>FL: LAFS.4.W.2.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>NY: CCSS.ELA-Literacy.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>TX: 5.15.5 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: revise final draft in response to feedback from peers and teacher and publish written work for a specific audience.</p>
Sailing with Leif Eriksson Lesson Part 1	R	F	Historical Fiction	discovery, exploration, geography, history	Ivar is tired of sitting on the sidelines making sails while other men experience adventure on the high seas. He decides to take matters into his own hands and stows away on Leif Erikson's ship. Find out what adventures await Ivar and Leif on their expedition to explore new lands.	2	Point of View	Initial strong focus on teacher modeling and demonstrating through reading aloud, thinking aloud, and writing aloud to show declarative, procedural, and conditional knowledge about identifying point of view gradually released to students through guided and independent practice with monitoring by teacher	<ul style="list-style-type: none"> What is the [character's] point of view about _____? 	<p>CCSS.ELA-Literacy.RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>CA: CCSS.ELA-Literacy.RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>FL: LAFS.4.RL.2.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>NY: CCSS.ELA-Literacy.RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>TX: 4.6.c Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: identify whether the narrator or speaker of a story is first or third person.</p>	Lessons include focus on literary elements and text features within the book.		2	Vocabulary: Latin and Greek roots	<ul style="list-style-type: none"> The Latin root _____ means _____. Which phrase in the story best indicates the meaning of _____? 	<p>CCSS.ELA-Literacy.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).</p> <p>CA: CCSS.ELA-Literacy.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).</p> <p>FL: LAFS.4.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).</p> <p>NY: CCSS.ELA-Literacy.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).</p> <p>TX: 4.2.a Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes.</p>	Writing Process: Planning Expository	<p>CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>CA: CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>FL: LAFS.4.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>NY: CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>TX: 4.15.a Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: (A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals).</p>

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Lesson Part 2						3	Story Elements/plot development	Initial strong focus on teacher modeling and demonstrating through reading aloud, thinking aloud, and writing aloud to show declarative, procedural, and conditional knowledge about identifying story elements gradually released to students through guided and independent practice with monitoring by teacher	<ul style="list-style-type: none"> In what ways is the [problem] in this story related to the [setting]? Choose all of the statements below that apply. Which is the first paragraph with clues about how the problem will be solved? 	CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). CA: CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). FL: LAFS.4.RL.1.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). NY: CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). TX: 4.6.a Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: sequence and summarize the plot's main events and explain their influence on future events.			2	Vocabulary: Synonyms and antonyms	<ul style="list-style-type: none"> Which of these is a [synonym] of the underlined word? 	CCSS.ELA-Literacy.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules). CA: CCSS.ELA-Literacy.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules). FL: LAFS.4.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules). NY: CCSS.ELA-Literacy.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules). TX: 4.2.a Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes.	Writing: Drafting Expository	CCSS.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. CA: CCSS.ELA-Literacy.W.4.4 Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. FL: LAFS.4.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. NY: CCSS.ELA-Literacy.W.4.4.a Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. TX: 4.15.b Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: develop drafts by categorizing ideas and organizing them into paragraphs.
The Wonderful World of Food Lesson Part 1	R	NF	Interview/Report	agriculture, cooking and food, science and nature	Where does your food come from? Could it be from a farm, your garden, or even the sea? There are a lot of food sources, and many of them are unique, such as the desert, a mountainside, or an urban garden. Learn about some very unusual places around the world where we get our food.	3	Purpose	Very brief teacher review with some teacher monitored guided practice but mostly focused on student independent use of author's purpose strategies	<ul style="list-style-type: none"> What was the author's purpose for including the [sentence about _____]? 	CCSS.ELA-Literacy.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. CA:CCSS.ELA-Literacy.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. FL: LAFS.4.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. NY: CCSS.ELA-Literacy.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. TX: 4.11.a Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: (A) summarize the main idea and supporting details in text in ways that maintain meaning.	charts, subheads	CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. CA: CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. FL: LAFS.4.RI.3.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. NY: CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. TX: 4.13.b Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to: explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).	3	Vocabulary: Figurative language: metaphor	<ul style="list-style-type: none"> Why did the author most likely use the underlined phrase? (What is the [metaphor] showing?) 	CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. CA: CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. FL: LAFS.4.RI.2.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. NY: CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. TX: 4.2.b Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words.	Writing: Revising Expository	CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CA: CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. FL: LAFS.4.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. NY: CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. TX: 4.15.d Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric.

Title	GRL	F/NF	Genre	Curriculum Links	Description	DOK/Comprehension	Comprehension Focus	Gradual release more teacher support to less teacher support	Types of Assessment Questions	Correlations: Comprehension Strategy	Text Features	Correlations: Text Features	DOK/Vocab	Vocabulary Strategy	Types of Assessment Questions	Correlations: Vocabulary Strategy	Writing Focus	Correlations: Writing Focus
Lesson Part 2						2	Critical Thinking	Initial strong focus on teacher modeling and demonstrating through reading aloud, thinking aloud, and writing aloud to show declarative, procedural, and conditional knowledge of critical thinking gradually released to students through guided and independent practice with monitoring by teacher	<ul style="list-style-type: none"> Which sentence in the [passage] best applies the concept of [_____]? 	CCSS.ELA-Literacy.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text. CA: CCSS.ELA-Literacy.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text. FL: LAFS.4.RI.3.8 Explain how an author uses reasons and evidence to support particular points in a text. NY: CCSS.ELA-Literacy.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text. TX: 4.12 Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to explain how an author uses language to present information to influence what the reader thinks or does.			3	Vocabulary: Figurative language: metaphor	<ul style="list-style-type: none"> Why did the author most likely use the underlined phrase? (What is the [metaphor] showing?) 	CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. CA: CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. FL: LAFS.4.RI.2.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. NY: CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. TX: 4.2.b Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words.	Writing: Editing Expository	CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CA: CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. FL: LAFS.4.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. NY: CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. TX: 4.15.c Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: revise drafts for coherence, organization, use of simple and compound sentences, and audience.
Right on Target Lesson Part 1	S	F	Realistic Fiction	friendship, physical activity, relationships, sport	Dylan is eager to be as good as his friend Wren at archery. In a big competition he looks as if he might even win! But when his success catches the attention of last year's winner, Lewis, things start to go wrong. Can he work out what Lewis is up to before it's too late?	3	Review: Story Elements/plot development	Brief teacher modeling and demonstrating for review with greater emphasis on teacher monitored guided and independent practice with students identifying story elements	Review	CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). CA: CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). FL: LAFS.4.RL.1.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). NY: CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). TX: 4.6.a Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: (A) sequence and summarize the plot's main events and explain their influence on future events. 4.6.b describe the interaction of characters including their relationships and the changes they undergo.	Lessons include focus on literary elements and text features within the book.	2, 3	Review	Review	CCSS.ELA-Literacy.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules). CA: CCSS.ELA-Literacy.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules). FL: LAFS.4.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules). NY: CCSS.ELA-Literacy.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules). TX: 4.2.b Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words TX: 4.2.a Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes	Writing: Publishing Expository	CCSS.ELA-Literacy.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. CA: CCSS.ELA-Literacy.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. FL: LAFS.4.W.2.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. NY: CCSS.ELA-Literacy.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. TX: 5.15.5 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: revise final draft in response to feedback from peers and teacher and publish written work for a specific audience.	

Title	GRL	F/NF	Genre	Curriculum Links	Description	DOK/Comprehension	Comprehension Focus	Gradual release more teacher support to less teacher support	Types of Assessment Questions	Correlations: Comprehension Strategy	Text Features	Correlations: Text Features	DOK/Vocab	Vocabulary Strategy	Types of Assessment Questions	Correlations: Vocabulary Strategy	Writing Focus	Correlations: Writing Focus
Lesson Part 2						2	Review: Critical Thinking	Brief teacher modeling and demonstrating for review with greater emphasis on teacher monitored guided and independent practice identifying critical thinking strategies	Review	<p>CCSS.ELA-Literacy.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>CA: CCSS.ELA-Literacy.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>FL: LAFS.4.RI.3.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>NY: CCSS.ELA-Literacy.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>TX: 4.12 Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to explain how an author uses language to present information to influence what the reader thinks or does.</p>			2, 3	Review	Review	<p>CCSS.ELA-Literacy.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).</p> <p>CA: CCSS.ELA-Literacy.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).</p> <p>FL: LAFS.4.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).</p> <p>NY: CCSS.ELA-Literacy.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).</p> <p>TX: 4.2.b Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words.</p> <p>TX: 4.2.a Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes.</p>	<p>Writing Process: Sharing Expository</p>	<p>CCSS.ELA-Literacy.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>CA: CCSS.ELA-Literacy.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>FL: LAFS.4.W.2.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>NY: CCSS.ELA-Literacy.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>TX: 5.15.5 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: revise final draft in response to feedback from peers and teacher and publish written work for a specific audience.</p>

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Out of This World!: Answers to Questions About Space Lesson Part 1	S	NF	Informational Text	astronomy, nature, science, space	How much do you know about space? Are you an asteroid expert or a gravity guru? Can you tell the difference between a meteoroid and a meteorite? Would you be able to spot the Pole Star in the night sky? Test your skills with quick quizzes, diagrams, and charts. Power up your space knowledge with answers to your wackiest space questions!	3	Text Structure	Initial strong focus on teacher modeling and demonstrating through reading aloud, thinking aloud, and writing aloud to show declarative, procedural, and conditional knowledge about text structure strategies gradually released to students through guided and independent practice with monitoring by teacher	<ul style="list-style-type: none"> What is the most likely reason the author used a [cause-and effect structure] in the passage? Which phrase best describes how the author chose to organize this section? What kind of information is the author giving us in this part of the text (ex: message, information about a character, problem, setting, etc.) Why did the author choose to begin the story with this paragraph? (To let the reader know. . .) Why is including [dialogue] important to understanding the passage? Choose the sentence that fits logically into the story and best maintains the narrator's tone. 	CCSS.ELA-Literacy.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. CA: CCSS.ELA-Literacy.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. FL: LAFS.4.RI.2.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. NY: CCSS.ELA-Literacy.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. TX: 4.11.c Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison.	diagrams	CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. CA: CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. FL: LAFS.4.RI.3.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. NY: CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. TX: 4.13.b Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to: explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).	3	Vocabulary: craft	<ul style="list-style-type: none"> Why did the author [write the word _____ in a larger font with all upper case letters]? 	CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. CA: CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. FL: LAFS.4.RI.2.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. NY: CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. TX: 4.2.b Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words.	Writing Process: Planning Persuasive	CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CA: CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. FL: LAFS.4.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. NY: CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. TX: 4.15.a Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: (A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals).
Lesson Part 2						2	Causes and Effects	Initial strong focus on teacher modeling and demonstrating through reading aloud, thinking aloud, and writing aloud to show declarative, procedural, and conditional knowledge about identifying causes and effects gradually released to students through guided and independent practice with monitoring by teacher	<ul style="list-style-type: none"> Which are the causes and which are the effects of _____? Fill in the cause/effect chart with the three statements in the box. 	CCSS.ELA-Literacy.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. CA: CCSS.ELA-Literacy.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. FL: LAFS.4.RI.1.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. NY: CCSS.ELA-Literacy.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. TX: 4.11.a Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison.			3	Vocabulary: craft	<ul style="list-style-type: none"> Why did the author [write the word _____ in a larger font with all upper case letters]? 	CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. CA: CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. FL: LAFS.4.RI.2.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. NY: CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. TX: 4.2.b Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words.	Writing: Drafting Persuasive	CCSS.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. CA: CCSS.ELA-Literacy.W.4.4 Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. FL: LAFS.4.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. NY: CCSS.ELA-Literacy.W.4.4.a Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. TX: 4.15.b Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: develop drafts by categorizing ideas and organizing them into paragraphs.

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Max Jupiter: Solo Mission Lesson Part 1	S	F	Science Fiction	action and adventure, astronomy, school, science	Max and his parents are part of a secret group called the Space Guards who help protect Earth from danger. When Max's parents and other Space Guards are captured on a dangerous mission, Max has to save them on his own.	3	Text structure	Brief teacher modeling and demonstrating for review with greater emphasis on teacher monitored guided and independent practice with students using text structure strategies	<ul style="list-style-type: none"> What is the most likely reason the author used a [cause-and effect structure] in the passage? Which phrase best describes how the author chose to organize this section? What kind of information is the author giving us in this part of the text (ex: message, information about a character, problem, setting, etc.) Why did the author choose to begin the story with this paragraph? (To let the reader know. . .) Why is including [dialogue] important to understanding the passage? Choose the sentence that fits logically into the story and best maintains the narrator's tone. 	CCSS.ELA-Literacy.RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. CA: CCSS.ELA-Literacy.RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. FL: LAFS.4.RI.2.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. NY: CCSS.ELA-Literacy.RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. TX: 4.11.c Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison.	Lessons include focus on literary elements and text features within the book.		3	Vocabulary: Precise language	<ul style="list-style-type: none"> Explain how the author's choice of words [in this section] help to convince [audience] to _____. 	CCSS.ELA-Literacy.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules). CA: CCSS.ELA-Literacy.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules). FL: LAFS.4.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules). NY: CCSS.ELA-Literacy.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules). TX: 4.2.b Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words.	Writing: Revising Persuasive	CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CA: CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. FL: LAFS.4.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. NY: CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. TX: 4.15.d Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric.
Lesson Part 2						3	Point of View	Brief teacher modeling and demonstrating for review with greater emphasis on teacher monitored guided and independent practice with students using point of view strategies	<ul style="list-style-type: none"> What conclusion about the author's point of view is supported by the passage? What does the information show about the author's point of view about _____? 	CCSS.ELA-Literacy.RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. CA: CCSS.ELA-Literacy.RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. FL: LAFS.4.RL.2.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. NY: CCSS.ELA-Literacy.RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. TX: 4.6.c Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: identify whether the narrator or speaker of a story is first or third person.			3	Vocabulary: Precise language	<ul style="list-style-type: none"> Explain how the author's choice of words [in this section] help to convince [audience] to _____. 	CCSS.ELA-Literacy.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules). CA: CCSS.ELA-Literacy.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules). FL: LAFS.4.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules). NY: CCSS.ELA-Literacy.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules). TX: 4.2.b Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words.	Writing: Editing Persuasive	CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CA: CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. FL: LAFS.4.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. NY: CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. TX: 4.15.c Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: revise drafts for coherence, organization, use of simple and compound sentences, and audience.

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Fossil Hunters Lesson Part 1	S	NF	Biography	biography and auto-biography, science and nature/fossils, social science/archaeology	Living beings have roamed our planet for millions of years. Many species from long ago have since become extinct, which doesn't allow us to observe them today. However, thanks to the adventurous work of some amazing fossil hunters we can study the fossils of these ancient species. Learn all about archaeologists and their incredible discoveries from tiny insects to giant sharks.	3	Review: Text structure	Very brief teacher review with some teacher monitored guided practice but mostly focused on student independent use of text structure strategies	Review	<p>CCSS.ELA-Literacy.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>CA: CCSS.ELA-Literacy.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>FL: LAFS.4.RI.2.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>NY: CCSS.ELA-Literacy.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>TX: 4.11.c Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison.</p>	graphs, maps	<p>CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>CA: CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>FL: LAFS.4.RI.3.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>NY: CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>TX: 4.13.b Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to: explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).</p>	3	Review	Review	<p>CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>CA: CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>FL: LAFS.4.RI.2.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>NY: CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>TX: 4.2.b Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words.</p>	<p>Writing: Publishing/Persuasive</p>	<p>CCSS.ELA-Literacy.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>CA: CCSS.ELA-Literacy.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>FL: LAFS.4.W.2.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>NY: CCSS.ELA-Literacy.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>TX: 5.15.5 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: revise final draft in response to feedback from peers and teacher and publish written work for a specific audience.</p>

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Lesson Part 2						3	Review: Text structure	Very brief teacher review with some teacher monitored guided practice but mostly focused on student independent use of text structure strategies	Review	<p>CCSS.ELA-Literacy.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>CA: CCSS.ELA-Literacy.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>FL: LAFS.4.RI.2.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>NY: CCSS.ELA-Literacy.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>TX: 4.11.c Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison.</p>			3	Review	Review	<p>CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>CA: CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>FL: LAFS.4.RI.2.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>NY: CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>TX: 4.2.b Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words.</p>	Writing Process: Sharing Persuasive	<p>CCSS.ELA-Literacy.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>CA: CCSS.ELA-Literacy.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>FL: LAFS.4.W.2.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>NY: CCSS.ELA-Literacy.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>TX: 5.15.5 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: revise final draft in response to feedback from peers and teacher and publish written work for a specific audience.</p>

Title	GRL	F/NF	Genre	Curriculum Links	Description	DOK/Comprehension	Comprehension Focus	Gradual release more teacher support to less teacher support	Types of Assessment Questions	Correlations: Comprehension Strategy	Text Features	Correlations: Text Features	DOK/Vocab	Vocabulary Strategy	Types of Assessment Questions	Correlations: Vocabulary Strategy	Writing Focus	Correlations: Writing Focus
World Cultures Lesson Part 1	S	NF	Informational Text	people and places	Over centuries many cultures have developed around the world. Each culture has had its own customs and traditions. Sometimes different cultures come together to share certain aspects. Discover how one culture can have a lasting impact on another culture. Learn how cultures from long ago have influenced our lives today, from the words we use to the way our government is run.	3	Main idea	Initial strong focus on teacher modeling and demonstrating through reading aloud, thinking aloud, and writing aloud to show using text-based evidence to support response released to students through guided and independent practice with monitoring by teacher	<ul style="list-style-type: none"> What is the main idea of the passage? Use details from the passage to support your answer. (could also ask for multiple main ideas or themes; this requires an inference—theme/main idea is not stated) 	CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. CA: CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. FL: LAFS.5.RI.1.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. NY: CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. TX: 4.11.a Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: (A) summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order.	index, maps	CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. CA: CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. FL: LAFS.5.RI.3.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. NY: CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. TX: 5.13.b Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to: interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams. 5.11.d use multiple text features and graphics to gain an overview of the contents of text and to locate information.	2	Vocabulary: Words in context	<ul style="list-style-type: none"> Part A: What does the word ____ mean in [the first paragraph]? (Based on an inference) 	CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. CA: CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. FL: LAFS.5.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. NY: CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. TX: 5.2.b Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words.	Writing Process: Planning	CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CA: CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. FL: LAFS.5.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NY: CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. TX: 5.15.a Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea.
Lesson Part 2						3	Details	Initial strong focus on teacher modeling and demonstrating through reading aloud, thinking aloud, and writing aloud to show using text-based evidence to support response released to students through guided and independent practice with monitoring by teacher	<ul style="list-style-type: none"> Which details are the most surprising? Why? Which details are the most important? Why? 	CCSS.ELA-Literacy.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. CA: CCSS.ELA-Literacy.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. FL: LAFS.5.RI.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. NY: CCSS.ELA-Literacy.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. TX: 5.11.a (11) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: (A) summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order.			2	Vocabulary: Applying words in context	<ul style="list-style-type: none"> Part A: What does the word _____ mean in paragraph _____? Part B: Which of the following in the article might represent a _____ to the author? 	CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. CA: CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. FL: LAFS.5.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. NY: CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. TX: 5.2.b Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words.	Writing Process: Drafting	CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. CA: CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. FL: LAFS.5.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. NY: CCSS.ELA-Literacy.W.5.4.a Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. TX: 5.15.b Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing.

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A Midsummer Night's Dream: A Retelling of Shakespeare's Classic Tale Lesson Part 1	S	F	Play	drama, fantasy, play, relationships, Shakespeare	The course of true love never did run smooth ... Demetrius loves Hermia, but Helena loves Demetrius. Hermia loves Lysander but has been promised to Demetrius. When the young people run away to the forest and the fairies also get involved, mix ups and confusion follow. Can it all be sorted out before morning?	3	Story elements/plot development	Initial strong focus on teacher modeling and demonstrating through reading aloud, thinking aloud, and writing aloud to show using text-based evidence to support response released to students through guided and independent practice with monitoring by teacher	<ul style="list-style-type: none"> In what ways is the [problem] in this story related to the [setting]? Choose all of the statements below that apply. Which is the first paragraph with clues about how the problem will be solved? 	CCSS.ELA-Literacy.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). CA: CCSS.ELA-Literacy.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). FL: LAFS.5.RL.1.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). NY: CCSS.ELA-Literacy.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). TX: 5.6.a Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events.	Lessons include focus on literary elements and text features within the book.		2	Vocabulary: Figurative language	<ul style="list-style-type: none"> What does the underlined phrase most likely mean as it is used in the passage? (phrase could be a metaphor, simile, idiom, personification) 	CCSS.ELA-Literacy.RL.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. CA: CCSS.ELA-Literacy.RL.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. FL: LAFS.5.RL.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. NY: CCSS.ELA-Literacy.RL.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. TX: 5.2.d Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: identify and explain the meaning of common idioms, adages, and other sayings.	Writing Process: Revising	CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CA: CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. FL: LAFS.5.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NY: CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. TX: 5.15.d Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: edit drafts for grammar, mechanics, and spelling.
Lesson Part 2						3	Character analysis	Initial strong focus on teacher modeling and demonstrating through reading aloud, thinking aloud, and writing aloud to show using text-based evidence to support response released to students through guided and independent practice with monitoring by teacher	<ul style="list-style-type: none"> Which of these conclusions about [character] is supported by the passage? How might this story be different if told from _____'s point of view? 	CCSS.ELA-Literacy.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). CA: CCSS.ELA-Literacy.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). FL: LAFS.5.RL.1.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). NY: CCSS.ELA-Literacy.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). TX: 5.6.b Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to explain the roles and functions of characters in various plots, including their relationships and conflicts.			3	Vocabulary: Figurative language: metaphor	<ul style="list-style-type: none"> Why did the author most likely use the underlined phrase? (What is the [metaphor] showing?) 	CCSS.ELA-Literacy.RL.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. CA: CCSS.ELA-Literacy.RL.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. FL: LAFS.5.RL.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. NY: CCSS.ELA-Literacy.RL.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. TX: 5.2.d Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: identify and explain the meaning of common idioms, adages, and other sayings.	Writing Process: Editing	CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CA: CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. FL: LAFS.5.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NY: CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. TX: 5.15.c Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed.

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Bri and Ari's Island Survival Lesson Part 1	S	F	Narrative	life science	Twins Bri and Ari are thrilled to be reunited with their parents. Their parents have been studying sea turtles on the Solomon Islands in the South Pacific for months. But once they get to the research station, life gets boring fast. Bri and Ari just want to go exploring and have some adventure. But when they finally get permission to travel by themselves to a nearby beach, they are swept away to a strange island full of dangers both seen and unseen. Will they be able to survive?	3	Review: Main Idea	Brief teacher modeling and demonstrating for review with greater emphasis on teacher monitored guided and independent practice with students using text based evidence and determining main idea	Review	CCSS.ELA-Literacy.RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. CA: CCSS.ELA-Literacy.RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. FL: LAFS.5.RL.1.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. NY: CCSS.ELA-Literacy.RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. TX: 5.6 Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. 5.9 Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).	Lessons include focus on literary elements and text features within the book.		2, 3	Review	Review	CCSS.ELA-Literacy.RL.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. CA: CCSS.ELA-Literacy.RL.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. FL: LAFS.5.RL.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. NY: CCSS.ELA-Literacy.RL.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. TX: 5.2.d Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: identify and explain the meaning of common idioms, adages, and other sayings.	Writing Process: Publishing	CCSS.ELA-Literacy.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. CA: CCSS.ELA-Literacy.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. FL: LAFS.5.W.2.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. NY: CCSS.ELA-Literacy.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. TX: 5.15.c Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.

Title	GRL	F/NF	Genre	Curriculum Links	Description	DOK/Comprehension	Comprehension Focus	Gradual release more teacher support to less teacher support	Types of Assessment Questions	Correlations: Comprehension Strategy	Text Features	Correlations: Text Features	DOK/Vocab	Vocabulary Strategy	Types of Assessment Questions	Correlations: Vocabulary Strategy	Writing Focus	Correlations: Writing Focus
Lesson Part 2						3	Review: Details	Brief teacher modeling and demonstrating for review with greater emphasis on teacher monitored guided and independent practice with students using text based evidence and determining details	Review	CCSS.ELA-Literacy.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. CA: CCSS.ELA-Literacy.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. FL: LAFS.5.RL.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. NY: CCSS.ELA-Literacy.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. TX: 4.6 Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.			2, 3	Review	Review	CCSS.ELA-Literacy.RL.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. CA: CCSS.ELA-Literacy.RL.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. FL: LAFS.5.RL.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. NY: CCSS.ELA-Literacy.RL.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. TX: 5.2.d Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: identify and explain the meaning of common idioms, adages, and other sayings.	Writing Process: Sharing	CCSS.ELA-Literacy.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. CA: CCSS.ELA-Literacy.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. FL: LAFS.5.W.2.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. NY: CCSS.ELA-Literacy.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. TX: 5.15.c Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.
Elephant Bill and Bandoola's Daring Escape Lesson Part 1	S	NF	Biography	biography, World War II	It's 1942 — the middle of World War II — and Elephant Bill, his Elephant Company, and a group of refugees are in danger of being captured by the invading Japanese. They must flee their work camp in Burma as soon as possible to keep ahead of the enemy. Bandoola, Elephant Bill's favorite elephant leads the way. On their way to safety in India, they face many dangers on their journey through the jungle and across five mountain ranges. Will Bandoola and Elephant Bill lead them to safety? Or will they be captured by the enemy?	3	Making an inference/drawing conclusions	Initial strong focus on teacher modeling and demonstrating through reading aloud, thinking aloud, and writing aloud to show using text-based evidence to support response released to students through guided and independent practice with monitoring by teacher	<ul style="list-style-type: none"> What conclusion can be drawn about _____ from details in the text? Which of these inferences about _____ is supported in the text? 	CCSS.ELA-Literacy.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. CA: CCSS.ELA-Literacy.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. FL: LAFS.5.RI.1.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. NY: CCSS.ELA-Literacy.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. TX: 5.10 (10) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved	timeline	CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. CA: CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. FL: LAFS.5.RI.3.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. NY: CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. TX: 5.13.b Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to: interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams. 5.11.d use multiple text features and graphics to gain an overview of the contents of text and to locate information.	2	Vocabulary: Convincing (precise) language	<ul style="list-style-type: none"> The student wants to make sure that words convince the audience to _____. Choose two words that would best replace the underlined words.	CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. CA: CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. FL: LAFS.5.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. NY: CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. TX: 5.2.b Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words.	Writing Process: Planning Narrative	CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CA: CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. FL: LAFS.5.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NY: CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. TX: 5.15.a Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea.

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Lesson Part 2						3	Purpose	Initial strong focus on teacher modeling and demonstrating through reading aloud, thinking aloud, and writing aloud to show using text-based evidence to support response released to students through guided and independent practice with monitoring by teacher	<ul style="list-style-type: none"> What was the author's purpose for including the [sentence about _____]? 	CCSS.ELA-Literacy.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. CA: CCSS.ELA-Literacy.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. FL: LAFS.5.RI.2.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. NY: CCSS.ELA-Literacy.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. TX: 5.10 Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.			3	Vocabulary: Precise language	<ul style="list-style-type: none"> Explain how the author's choice of words [in this section] help to convince [audience] to _____. 	CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. CA: CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. FL: LAFS.5.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. NY: CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. TX: 4.2.b Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words.	Writing: Drafting Narrative	CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. CA: CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. FL: LAFS.5.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. NY: CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. TX: 5.15.b Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing.
Mount Everest Lesson Part 1	T	NF	Informational Text	geography, nature, people and places, science	No place on Earth is higher than the summit of Mount Everest. Learn all about this amazing place from its geography to the brave adventurers who have scaled it.	3	Text structure	Initial strong focus on teacher modeling and demonstrating through reading aloud, thinking aloud and writing aloud to show using text-based evidence to support response released to students through guided and independent practice with monitoring by teacher	<ul style="list-style-type: none"> What is the most likely reason the author used a [cause-and effect structure] in the passage? Which phrase best describes how the author chose to organize this section? What kind of information is the author giving us in this part of the text (ex: message, information about a character, problem, setting, etc.) Why did the author choose to begin the story with this paragraph? (To let the reader know. . .) Why is including [dialogue] important to understanding the passage? Choose the sentence that fits logically into the story and best maintains the narrator's tone. 	CCSS.ELA-Literacy.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. CA: CCSS.ELA-Literacy.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. FL: LAFS.5.RI.2.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. NY: CCSS.ELA-Literacy.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. TX: 5.11.c Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas.	charts, captions	CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. CA: CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. FL: LAFS.5.RI.3.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. NY: CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. TX: 5.13.b Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to: interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams. 5.11.d use multiple text features and graphics to gain an overview of the contents of text and to locate information.	2	Vocabulary: Prefixes and suffixes	<ul style="list-style-type: none"> What does the [prefix _____] in the underlined word mean? 	CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. CA: CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. FL: LAFS.5.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. NY: CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. TX: 5.2.a Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes.	Writing: Revising Narrative	CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CA: CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. FL: LAFS.5.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NY: CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. TX: 5.15.d Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: edit drafts for grammar, mechanics, and spelling.

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Lesson Part 2						3	Genre characteristics	Initial strong focus on teacher modeling and demonstrating through reading aloud, thinking aloud, and writing aloud to show using text-based evidence to support response released to students through guided and independent practice with monitoring by teacher	<ul style="list-style-type: none"> Why do you think the author chose to write about _____ in the form of a _____? 	CCSS.ELA-Literacy.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. CA: CCSS.ELA-Literacy.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. FL: LAFS.5.RI.2.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. NY: CCSS.ELA-Literacy.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. TX: 5.11.c Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas.			2	Vocabulary: Prefixes and suffixes	<ul style="list-style-type: none"> What does the [prefix _____] in the underlined word mean? 	CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. CA: CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. FL: LAFS.5.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. NY: CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. TX: 5.2.a Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes.	Writing: Editing Narrative	CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CA: CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. FL: LAFS.5.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NY: CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. TX: 5.15.c Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed.
Journey to the Top of the World Lesson Part 1	T	F	Narrative	adventure, nature, people and places	With his father suddenly struck ill, Tenji is thrust into the role he's been longing for—guiding climbers to the summit of Mount Everest. But can he convince the group that he's up to this extreme challenge?	3	Review: Making an inference/drawing conclusions	Brief teacher modeling and demonstrating for review with greater emphasis on teacher monitored guided and independent practice with students using text based evidence and making an inference/drawing conclusions	Review	CCSS.ELA-Literacy.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). CA: CCSS.ELA-Literacy.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). FL: LAFS.5.RL.1.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). NY: CCSS.ELA-Literacy.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). TX: 5.6.a Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events.	Lessons include focus on literary elements and text features within the book.	2, 3	Review	Review	CCSS.ELA-Literacy.RL.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. CA: CCSS.ELA-Literacy.RL.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. FL: LAFS.5.RL.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. NY: CCSS.ELA-Literacy.RL.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. TX: 5.2.d Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: identify and explain the meaning of common idioms, adages, and other sayings.	Writing: Publishing Narrative	CCSS.ELA-Literacy.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. CA: CCSS.ELA-Literacy.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. FL: LAFS.5.W.2.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. NY: CCSS.ELA-Literacy.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. TX: 5.15.c Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	

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Lesson Part 2						3	Review: Text structure	Brief teacher modeling and demonstrating for review with greater emphasis on teacher monitored guided and independent practice with students using text based evidence and determining text structure	Review	CCSS.ELA-Literacy.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. CA: CCSS.ELA-Literacy.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. FL: LAFS.5.RL.2.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. NY: CCSS.ELA-Literacy.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. TX: 5.6 Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.			2, 3	Review	Review	CCSS.ELA-Literacy.RL.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. CA: CCSS.ELA-Literacy.RL.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. FL: LAFS.5.RL.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. NY: CCSS.ELA-Literacy.RL.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. TX: 5.2.d Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: identify and explain the meaning of common idioms, adages, and other sayings multiple meaning words.	Writing Process: Sharing Narrative	CCSS.ELA-Literacy.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. CA: CCSS.ELA-Literacy.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. FL: LAFS.5.W.2.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. NY: CCSS.ELA-Literacy.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. TX: 5.15.c Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.
Cool High-Tech Jobs Lesson Part 1	T	NF	Interview/Report	careers, engineering, science and technology	Behind every high-flying drone, brainy robot, and thrilling video game is somebody who made it work! Learn about the exciting careers of people in high-tech jobs, including roboticists, video game designers, virtual reality engineers, and cell phone designers. Discover the requirements needed for these jobs, the jobs' daily aspects, and what motivates workers to keep pushing these technology fields to their limits.	3	Point of View	Initial strong focus on teacher modeling and demonstrating through reading aloud, thinking aloud, and writing aloud to show using text-based evidence to support response released to students through guided and independent practice with monitoring by teacher	<ul style="list-style-type: none"> What conclusion about the author's point of view is supported by the passage? What does the information show about the author's point of view about _____? 	CCSS.ELA-Literacy.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. CA: CCSS.ELA-Literacy.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. FL: LAFS.5.RI.2.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. NY: CCSS.ELA-Literacy.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. TX: 5.10.a Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to: identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument.	title, headings/sub-headings, bullets	2	Vocabulary: Latin and Greek roots	<ul style="list-style-type: none"> The Latin root _____ means _____. Which phrase in the story best indicates the meaning of _____? 	CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. CA: CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. FL: LAFS.5.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. NY: CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. TX: 5.2.a Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes.	Writing Process: Planning Expository	CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CA: CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. FL: LAFS.5.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NY: CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. TX: 5.15.a Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea.	

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Lesson Part 2						3	Purpose	Brief teacher modeling and demonstrating for review with greater emphasis on teacher monitored guided and independent practice with students using text based evidence and determining author's purpose	<ul style="list-style-type: none"> What was the author's purpose for including the [sentence about _____]? 	CCSS.ELA-Literacy.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. CA: CCSS.ELA-Literacy.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. FL: LAFS.5.RI.2.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. NY: CCSS.ELA-Literacy.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. TX: 5.10 Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.			2	Vocabulary: Latin and Greek roots	<ul style="list-style-type: none"> The Latin root _____ means _____. Which phrase in the story best indicates the meaning of _____? 	CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. CA: CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. FL: LAFS.5.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. NY: CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. TX: 5.2.a Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes.	Writing: Drafting Expository	CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. CA: CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. FL: LAFS.5.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. NY: CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. TX: 5.15.b Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing.
Talia's Whale Adventure Lesson Part 1	T	F	Mystery	action and adventure, animals, marine life, me/family	Talia is excited for summer break and spending time with her brother at the aquarium. Talia loves learning about whales. When her cousin calls with big news, Talia's summer plans take a surprising turn. Suddenly Talia is on the biggest adventure of her life.	3	Critical Thinking	Initial strong focus on teacher modeling and demonstrating through reading aloud, thinking aloud, and writing aloud to show using text based evidence to support response released to students through guided and independent practice with monitoring by teacher	<ul style="list-style-type: none"> What additional evidence could the author have included to make his or her argument more convincing? What point does the author of the article support with at least two pieces of evidence? 	CCSS.ELA-Literacy.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). CA: CCSS.ELA-Literacy.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). FL: LAFS.5.RI.3.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). NY: CCSS.ELA-Literacy.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). TX: 5.12.a Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to: (A) identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument.	Lessons include focus on literary elements and text features within the book.		3	Vocabulary: Tone	<ul style="list-style-type: none"> What effect does the author create by using the phrase _____? What does the phrase _____ tell the reader about [character]? 	CCSS.ELA-Literacy.RL.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. CA: CCSS.ELA-Literacy.RL.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. FL: LAFS.5.RL.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. NY: CCSS.ELA-Literacy.RL.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. TX: 5.2.b Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words.	Writing: Revising Expository	CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CA: CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. FL: LAFS.5.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NY: CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. TX: 5.15.d Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: edit drafts for grammar, mechanics, and spelling.

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Lesson Part 2						3	Character analysis	Brief teacher modeling and demonstrating for review with greater emphasis on teacher monitored guided and independent practice with students using text based evidence and analyzing characters	<ul style="list-style-type: none"> Which of these conclusions about [character] is supported by the passage? How might this story be different if told from _____'s point of view? 	CCSS.ELA-Literacy.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). CA: CCSS.ELA-Literacy.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). FL: LAFS.5.RL.1.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). NY: CCSS.ELA-Literacy.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). TX: 5.6.b Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: explain the roles and functions of characters in various plots, including their relationships and conflicts.			3	Vocabulary: Tone	<ul style="list-style-type: none"> What effect does the author create by using the phrase _____? What does the phrase _____ tell the reader about [character]? 	CCSS.ELA-Literacy.RL.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. CA: CCSS.ELA-Literacy.RL.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. FL: LAFS.5.RL.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. NY: CCSS.ELA-Literacy.RL.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. TX: 5.2.b Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words.	Writing: Editing Expository	CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CA: CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. FL: LAFS.5.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NY: CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. TX: 5.15.c Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed.
Cassia's Diary: The Story of One Girl's Adventures in Ancient Rome Lesson Part 1	U	F	Historical Fiction	ancient Rome, diary, history, journal	Cassia and her family live in a tiny apartment in ancient Rome. They are too poor to send her to school. Instead, Cassia and her brother spend their days working at a stinky laundry cleaning dirty clothes. Cassia dreams of a better life for her and her family. If only they could move out of the noisy city onto a quiet farm. But how will Cassia ever be able to make her dream come true?	3	Review: Character Analysis	Very brief teacher review with some teacher monitored guided practice but mostly focused on student independent use of character analysis strategies	Review	CCSS.ELA-Literacy.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). CA: CCSS.ELA-Literacy.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). FL: LAFS.5.RL.1.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). NY: CCSS.ELA-Literacy.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). TX: 5.6.b Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to explain the roles and functions of characters in various plots, including their relationships and conflicts.	Lessons include focus on literary elements and text features within the book.		2, 3	Review	Review	CCSS.ELA-Literacy.RL.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. CA: CCSS.ELA-Literacy.RL.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. FL: LAFS.5.RL.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. NY: CCSS.ELA-Literacy.RL.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. TX: 5.2.b Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words.	Writing: Publishing Expository	CCSS.ELA-Literacy.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. CA: CCSS.ELA-Literacy.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. FL: LAFS.5.W.2.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. NY: CCSS.ELA-Literacy.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. TX: 5.15.c Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.

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Lesson Part 2						3	Review: Point of View	Brief teacher modeling and demonstrating for review with greater emphasis on teacher monitored guided and independent practice with students using text based evidence and determining point of view	Review	<p>CCSS.ELA-Literacy.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>CA: CCSS.ELA-Literacy.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>FL: LAFS.5.RL.2.6 Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>NY: CCSS.ELA-Literacy.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>TX: 5.6.c Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: explain different forms of third-person points of view in stories.</p>			2, 3	Review	Review	<p>CCSS.ELA-Literacy.RL.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>CA: CCSS.ELA-Literacy.RL.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>FL: LAFS.5.RL.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>NY: CCSS.ELA-Literacy.RL.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>TX: 5.2.b Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words.</p>	Writing Process: Sharing Expository	<p>CCSS.ELA-Literacy.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>CA: CCSS.ELA-Literacy.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>FL: LAFS.5.W.2.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>NY: CCSS.ELA-Literacy.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>TX: 5.15.c Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p>

Title	GRL	F/NF	Genre	Curriculum Links	Description	DOK/Comprehension	Comprehension Focus	Gradual release more teacher support to less teacher support	Types of Assessment Questions	Correlations: Comprehension Strategy	Text Features	Correlations: Text Features	DOK/Vocab	Vocabulary Strategy	Types of Assessment Questions	Correlations: Vocabulary Strategy	Writing Focus	Correlations: Writing Focus
The Great Debate: The Future of Energy Lesson Part 1	U	NF	Persuasive	conservation, environment, nature, science	We have been making use of different energy sources for thousands of years. But we are using more energy now than ever, and we wonder about the future. Fossil fuels may run out, and scientists are looking for other sources of energy. Will nuclear, wind, solar, water, biomass, or geothermal energy be our future? Or does the future of energy lie in a combination of sources? You decide!	3	Author's message	Initial strong focus on teacher modeling and demonstrating through reading aloud, thinking aloud, and writing aloud to show using text based evidence to support response released to students through guided and independent practice with monitoring by teacher	<ul style="list-style-type: none"> What [two] conclusions about the author's message can be drawn based on the paragraph. 	CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. CA: CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. FL: LAFS.5.RI.1.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. NY: CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. TX: 4.11.a Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: (A) summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order.	charts, labels	CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. CA: CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. FL: LAFS.5.RI.3.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. NY: CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. TX: 5.13.b Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to: interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams. 5.11.d use multiple text features and graphics to gain an overview of the contents of text and to locate information.	3	Vocabulary: craft	<ul style="list-style-type: none"> Why did the author [write the word _____ in a larger font with all upper case letters]? 	CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. CA: CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. FL: LAFS.5.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. NY: CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. TX: 5.2.b Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words.	Writing Process: Planning Persuasive	CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CA: CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. FL: LAFS.5.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NY: CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. TX: 5.15.a Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea. 5.19 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.

Title	GRL	F/NF	Genre	Curriculum Links	Description	DOK/Comprehension	Comprehension Focus	Gradual release more teacher support to less teacher support	Types of Assessment Questions	Correlations: Comprehension Strategy	Text Features	Correlations: Text Features	DOK/Vocab	Vocabulary Strategy	Types of Assessment Questions	Correlations: Vocabulary Strategy	Writing Focus	Correlations: Writing Focus
Lesson Part 2						3	Purpose	Very brief teacher review with some teacher monitored guided practice but mostly focused on student independent use of author's purpose strategies	<ul style="list-style-type: none"> What was the author's purpose for including the [sentence about _____]? 	CCSS.ELA-Literacy.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. CA: CCSS.ELA-Literacy.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. FL: LAFS.5.RI.2.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. NY: CCSS.ELA-Literacy.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. TX: 5.10 Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.			3	Vocabulary: craft	<ul style="list-style-type: none"> Why did the author [write the word _____ in a larger font with all upper case letters]? 	CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. CA: CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. FL: LAFS.5.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. NY: CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. TX: 5.2.b Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words.	Writing: Drafting/Persuasive	CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. CA: CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. FL: LAFS.5.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. NY: CCSS.ELA-Literacy.W.5.4.a Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. TX: 5.15.b Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing. 5.19 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.
Sailing to Freedom Lesson Part 1	U	NF	Biography	American Civil War, history, slavery, social studies	Like many slaves, Robert Smalls was forced to fight for the Confederate Navy during the American Civil War. One night, Robert and his crew of fellow slaves aboard the ship, the Planter, decided to steal the ship and head for the safety—and freedom—of Union waters only seven miles away. Would they make it to freedom, or would they be captured and face certain death?	3	Multiple text formats	Initial strong focus on teacher modeling and demonstrating through reading aloud, thinking aloud, and writing aloud to show using text-based evidence to support response released to students through guided and independent practice with monitoring by teacher	<ul style="list-style-type: none"> What were the author's most likely reasons for including [text feature] in the passage? Why is using a [text feature] important to understanding the information in the passage? 	CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. CA: CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. FL: LAFS.5.RI.3.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. NY: CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. TX: 5.13.b Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to: interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams. 5.11.d use multiple text features and graphics to gain an overview of the contents of text and to locate information.	timeline, map	CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. CA: CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. FL: LAFS.5.RI.3.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. NY: CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. TX: 5.13.b Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to: interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams. 5.11.d use multiple text features and graphics to gain an overview of the contents of text and to locate information.	3	Vocabulary: Figurative language: metaphor	<ul style="list-style-type: none"> Why did the author most likely use the underlined phrase? (What is the [metaphor] showing?) 	CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. CA: CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. FL: LAFS.5.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. NY: CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. TX: 5.2.b Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words.	Writing: Revising/Persuasive	CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CA: CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. FL: LAFS.5.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NY: CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. TX: 5.15.d Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: edit drafts for grammar, mechanics, and spelling.

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Lesson Part 2						3	Text-to-text connections	Initial strong focus on teacher modeling and demonstrating through reading aloud, thinking aloud and writing aloud to show using text-based evidence to support response released to students through guided and independent practice with monitoring by teacher	<ul style="list-style-type: none"> [Source #1], gives information about _____. Choose two facts from [Source #2] that give different information about _____. Match each source with the detail that is included in that source. Each source explains _____. Use one example from Source #1 and one example from Source #3 to support your explanation. For each example, include the source title and number. Source #3 includes information about _____. Explain how this information can be helpful if it were added to Source #2. Give two examples from Source #2 to support your explanation. 	CCSS.ELA-Literacy.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. CA: CCSS.ELA-Literacy.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. FL: LAFS.5.RI.3.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. NY: CCSS.ELA-Literacy.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. TX: 5.11.b (11) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: determine the facts in text and verify them through established methods. 5.11.e synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.			3	Vocabulary: Figurative language: metaphor	<ul style="list-style-type: none"> Why did the author most likely use the underlined phrase? (What is the [metaphor] showing?) 	CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. CA: CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. FL: LAFS.5.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. NY: CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. TX: 5.2.b Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words.	Writing: Editing Persuasive	CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CA: CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. FL: LAFS.5.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NY: CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. TX: 5.15.c Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed.
Famous Leaders Lesson Part 1	U	NF	Biography/Informational Text	biography, history, people and places	Why is Elizabeth I considered one of the greatest British rulers? How did Mahatma Gandhi bring peace to India? What impact did Martin Luther King, Jr. have on American civil rights? Get ready to meet famous leaders whose ideas and actions have determined the course of history.	3	Review: Author's Message	Brief teacher modeling and demonstrating for review with greater emphasis on teacher monitored guided and independent practice with students using text based evidence and determining author's message	Review	CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. CA: CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. FL: LAFS.5.RI.1.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. NY: CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. TX: 4.11.a Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: (A) summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order.	maps, charts, sidebar	CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. CA: CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. FL: LAFS.5.RI.3.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. NY: CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. TX: 5.13.b Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to: interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams. 5.11.d use multiple text features and graphics to gain an overview of the contents of text and to locate information.	3	Review	Review	CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. CA: CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. FL: LAFS.5.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. NY: CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. TX: 5.2.b Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words.	Writing: Publishing Persuasive	CCSS.ELA-Literacy.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. CA: CCSS.ELA-Literacy.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. FL: LAFS.5.W.2.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. NY: CCSS.ELA-Literacy.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. TX: 5.15.c Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.

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Lesson Part 2						3	Review: Multiple Text Formats	Brief teacher modeling and demonstrating for review with greater emphasis on teacher monitored guided and independent practice with students using text based evidence and determining multiple text formats	Review	<p>CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>CA: CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>FL: LAFS.5.RI.3.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>NY: CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>TX: 5.13.b Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to: interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.</p> <p>5.11.d use multiple text features and graphics to gain an overview of the contents of text and to locate information.</p>			3	Review	Review	<p>CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>CA: CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>FL: LAFS.5.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>NY: CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>TX: 5.2.b Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words.</p>	<p>Writing Process: Sharing Persuasive</p>	<p>CCSS.ELA-Literacy.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>CA: CCSS.ELA-Literacy.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>FL: LAFS.5.W.2.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>NY: CCSS.ELA-Literacy.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>TX: 5.15.c Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p>

Title	GRL	F/NF	Genre	Curriculum Links	Description	DOK/Comprehension	Comprehension Focus	Gradual release more teacher support to less teacher support	Types of Assessment Questions	Correlations: Comprehension Strategy	Text Features	Correlations: Text Features	DOK/Vocab	Vocabulary Strategy	Types of Assessment Questions	Correlations: Vocabulary Strategy	Writing Focus	Correlations: Writing Focus
My Famous Brother, Galileo Lesson Part 1	V	F	Historical Fiction	astronomy, discovery and invention, engineering	It's the early 1600s, and the streets of Italy are bustling. But Michelangelo Galilei, the much younger brother of well-known Italian philosopher and scientist Galileo Galilei, feels lost in the shuffle. It seems as though Michelangelo has nothing in common with his older brother. Michelangelo spends countless hours practicing his lute, while his brother seems to spend all his time testing long-held scientific beliefs. Then Galileo improves a small telescope, opening up a whole new world to them both. But will it be enough to fill the expanse between them?	3	Character analysis	Very brief teacher review with some teacher monitored guided practice but mostly focused on student independent use of character analysis strategies	<ul style="list-style-type: none"> • Which of these conclusions about [Character] is supported by the passage? • How might this story be different if told from _____'s point of view? 	CCSS.ELA-Literacy.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). CA: CCSS.ELA-Literacy.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). FL: LAFS.5.RL.1.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). NY: CCSS.ELA-Literacy.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). TX: 5.6.b Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to explain the roles and functions of characters in various plots, including their relationships and conflicts.	Lessons include focus on literary elements and text features within the book.		2	Vocabulary: Synonyms and antonyms	<ul style="list-style-type: none"> • Which of these is a [synonym] of the underlined word? 	CCSS.ELA-Literacy.RL.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. CA: CCSS.ELA-Literacy.RL.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. FL: LAFS.5.RL.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. NY: CCSS.ELA-Literacy.RL.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. TX: 5.2.c Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: produce analogies with known antonyms and synonyms.	Short Writing Project Using Technology	CCSS.ELA-Literacy.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. CA: CCSS.ELA-Literacy.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. FL: LAFS.5.W.2.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. NY: CCSS.ELA-Literacy.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. TX: 5.15.c Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.

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Lesson Part 2						3	Text structure	Very brief teacher review with some teacher monitored guided practice but mostly focused on student independent ability to identify text structure	<ul style="list-style-type: none"> • What is the most likely reason the author used a [cause-and effect structure] in the passage? • Which phrase best describes how the author chose to organize this section? • What kind of information is the author giving us in this part of the text (ex: message, information about a character, problem, setting, etc.) • Why did the author choose to begin the story with this paragraph? (To let the reader know. . .) • Why is including [dialogue] important to understanding the passage? • Choose the sentence that fits logically into the story and best maintains the narrator's tone. 	<p>CCSS.ELA-Literacy.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>CA: CCSS.ELA-Literacy.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>FL: LAFS.5.RL.2.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>NY: CCSS.ELA-Literacy.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>TX: 5.6 Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.</p>			3	Vocabulary: Precise language	<ul style="list-style-type: none"> • Explain how the author's choice of words [in this section] help to convince [audience] to _____. 	<p>CCSS.ELA-Literacy.RL.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>CA: CCSS.ELA-Literacy.RL.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>FL: LAFS.5.RL.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>NY: CCSS.ELA-Literacy.RL.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>TX: 5.2.b Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words.</p>	Short Writing Project Using Technology	<p>CCSS.ELA-Literacy.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>CA: CCSS.ELA-Literacy.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>FL: LAFS.5.W.2.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>NY: CCSS.ELA-Literacy.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>TX: 5.15.c Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p>

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Why the Moon Moves Away Lesson Part 1	V	F	Pourquoi	animals, fable, folklore, science	Long ago, only the Sun would rise and set in the sky and food could not be found. Rat and Raven are enemies who have to work together to find tasty leftovers, such as coconuts and oysters. After they are cheated by Bear, they must decide whether they can trust him when they need him most. And they learn just how the Moon came to be and why it continues to move away.	3	Purpose	Very brief teacher review with some teacher monitored guided practice but mostly focused on student independent use of author's purpose strategies	<ul style="list-style-type: none"> What was the author's purpose for including the [sentence about _____]? 	CCSS.ELA-Literacy.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described. CA: CCSS.ELA-Literacy.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described. FL: LAFS.5.RL.2.6 Describe how a narrator's or speaker's point of view influences how events are described. NY: CCSS.ELA-Literacy.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described. TX: 5.6.c Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: explain different forms of third-person points of view in stories.	Lessons include focus on literary elements and text features within the book.		3	Vocabulary: Tone	<ul style="list-style-type: none"> What effect does the author create by using the phrase _____? What does the phrase _____ tell the reader about [character]? 	CCSS.ELA-Literacy.RL.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. CA: CCSS.ELA-Literacy.RL.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. FL: LAFS.5.RL.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. NY: CCSS.ELA-Literacy.RL.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. TX: 5.2.b Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words	Short Research Project	CCSS.ELA-Literacy.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. CCSS.ELA-Literacy.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. CA: CCSS.ELA-Literacy.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. CCSS.ELA-Literacy.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. FL: LAFS.5.W.3.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. LAFS.5.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. NY: CCSS.ELA-Literacy.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. CCSS.ELA-Literacy.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. TX: 5.25 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them.

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Lesson Part 2						3	Genre characteristics	Brief teacher modeling and demonstrating for review with greater emphasis on teacher monitored guided and independent practice with students using text based evidence and determining genre characteristics	<ul style="list-style-type: none"> Why do you think the author chose to write about _____ in the form of a _____? 	CCSS.ELA-Literacy.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. CA: CCSS.ELA-Literacy.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. FL: LAFS.5.RL.2.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. NY: CCSS.ELA-Literacy.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. TX: 5.6 Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.			3	Vocabulary: Tone	<ul style="list-style-type: none"> What effect does the author create by using the phrase _____? What does the phrase _____ tell the reader about [character]? 	CCSS.ELA-Literacy.RL.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. CA: CCSS.ELA-Literacy.RL.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. FL: LAFS.5.RL.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. NY: CCSS.ELA-Literacy.RL.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. TX: 5.2.b Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words.	Short Research Project	CCSS.ELA-Literacy.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. CCSS.ELA-Literacy.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. CA: CCSS.ELA-Literacy.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. CCSS.ELA-Literacy.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. FL: LAFS.5.W.3.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. LAFS.5.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. NY: CCSS.ELA-Literacy.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. CCSS.ELA-Literacy.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. TX: 5.25 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students ask open-ended research questions and develop a plan for answering them.

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Max Jupiter: Trapped at Space School Lesson Part 1	V	F	Science Fiction	action and adventure, community, school, science and technology	Max is accepted into a brand new space school. He and the other students are excited until they realize the school is secretly run by villains! The students are trapped in space far from help. Max must use his Space Guard training and the help of his new friends to foil the villains and try to free them all.	3	Review: Text structure	Very brief teacher review with some teacher monitored guided practice but mostly focused on student independent ability of identifying text structure	Review	CCSS.ELA-Literacy.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. CA: CCSS.ELA-Literacy.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. FL: LAFS.5.RL.2.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. NY: CCSS.ELA-Literacy.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. TX: 5.6 Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.	Lessons include focus on literary elements and text features within the book.		2, 3	Review	Review	CCSS.ELA-Literacy.RL.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. CA: CCSS.ELA-Literacy.RL.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. FL: LAFS.5.RL.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. NY: CCSS.ELA-Literacy.RL.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. TX: 5.2.b Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words.	Short Research Project	CCSS.ELA-Literacy.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. CCSS.ELA-Literacy.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. CA: CCSS.ELA-Literacy.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. CCSS.ELA-Literacy.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. FL: LAFS.5.W.3.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. LAFS.5.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. NY: CCSS.ELA-Literacy.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. CCSS.ELA-Literacy.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. TX: 5.25 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them.

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Lesson Part 2						3	Review: Genre characteristics	Very brief teacher review with some teacher monitored guided practice but mostly focused on student independent use of genre characteristics strategies	Review	<p>CCSS.ELA-Literacy.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>CA: CCSS.ELA-Literacy.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>FL: LAFS.5.RL.2.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>NY: CCSS.ELA-Literacy.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>TX: 5.6 Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.</p>			2, 3	Review	Review	<p>CCSS.ELA-Literacy.RL.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>CA: CCSS.ELA-Literacy.RL.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>FL: LAFS.5.RL.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>NY: CCSS.ELA-Literacy.RL.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>TX: 5.2.b Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words.</p>	Short Research Project	<p>CCSS.ELA-Literacy.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>CCSS.ELA-Literacy.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>CA: CCSS.ELA-Literacy.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>CCSS.ELA-Literacy.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>FL: LAFS.5.W.3.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>LAFS.5.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>NY: CCSS.ELA-Literacy.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>CCSS.ELA-Literacy.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>TX: 5.25 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them.</p>

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Seven Wonders of the Ancient World Lesson Part 1	V	NF	Informational	ancient history, curiosities and wonders	Take a tour of the world and explore the famous seven wonders of the ancient world. Find out who was behind all of these architectural feats and how each national treasure was used. From the Hanging Gardens of Babylon to the Great Pyramid of Giza, get ready for an incredible journey!	3	Multiple text formats	Very brief teacher review with some teacher monitored guided practice but mostly focused on student independent use of multiple text format strategies	<ul style="list-style-type: none"> How does [text feature] add to your understanding of _____? What were the author's most likely reasons for including [text feature] in the passage? Why is using a [text feature] important to understanding the information in the passage? 	CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. CA: CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. FL: LAFS.5.RI.3.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. NY: CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. TX: 5.13.b Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to: interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams. 5.11.d use multiple text features and graphics to gain an overview of the contents of text and to locate information.	maps, timeline	CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. CA: CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. FL: LAFS.5.RI.3.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. NY: CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. TX: 5.13.b Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to: interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams. 5.11.d use multiple text features and graphics to gain an overview of the contents of text and to locate information.	3	Vocabulary: craft	<ul style="list-style-type: none"> Why did the author [write the word _____ in a larger font with all upper case letters]? 	CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. CA: CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. FL: LAFS.5.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. NY: CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. TX: 5.2.b Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words.	Write in Response to Reading	CCSS.ELA-Literacy.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-Literacy.W.5.9.b Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). CA: CCSS.ELA-Literacy.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-Literacy.W.5.9.b Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). FL: LAFS.5.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. LAFS.5.W.3.9.b Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). NY: CCSS.ELA-Literacy.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-Literacy.W.5.9.b Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). TX: 5.18.c Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to: write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.

Title	GRL	F/NF	Genre	Curriculum Links	Description	DOK/Comprehension	Comprehension Focus	Gradual release more teacher support to less teacher support	Types of Assessment Questions	Correlations: Comprehension Strategy	Text Features	Correlations: Text Features	DOK/Vocab	Vocabulary Strategy	Types of Assessment Questions	Correlations: Vocabulary Strategy	Writing Focus	Correlations: Writing Focus
Lesson Part 2						3	Text-to-text connections	<p>Brief teacher modeling and demonstrating for review with greater emphasis on teacher monitored guided and independent practice with students using text based evidence and determining text-to-text connections</p>	<ul style="list-style-type: none"> • [Source #1], gives information about _____. Choose two facts from [Source #2] that give different information about _____. • Match each source with the detail that is included in that source. • Each source explains _____. Use one example from Source #1 and one example from Source #3 to support your explanation. For each example, include the source title and number. • Source #3 includes information about _____. Explain how this information can be helpful if it were added to Source #2. Give two examples from Source #2 to support your explanation. 	<p>CCSS.ELA-Literacy.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. CA: CCSS.ELA-Literacy.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. FL: LAFS.5.RI.3.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. NY: CCSS.ELA-Literacy.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. TX: 5.11.b (11) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: determine the facts in text and verify them through established methods. 5.11.e synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.</p>			3	Vocabulary: Precise language	<ul style="list-style-type: none"> • Explain how the author's choice of words [in this section] help to convince [audience] to _____. 	<p>CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. CA: CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. FL: LAFS.5.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. NY: CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. TX: 5.2.b Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words.</p>	Write in Response to Reading	<p>CCSS.ELA-Literacy.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-Literacy.W.5.9.b Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). CA: CCSS.ELA-Literacy.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-Literacy.W.5.9.b Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). FL: LAFS.5.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. LAFS.5.W.3.9.b Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). NY: CCSS.ELA-Literacy.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-Literacy.W.5.9.b Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). TX: 5.18.c Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to: write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.</p>